

unit

2

# MCGRAW-HILL READING



Mc  
Graw  
Hill

TEACHER'S EDITION







McGraw-Hill READING



New York

**McGraw-Hill  
School Division**

Farmington



### Contributors

The Princeton Review, Time Magazine, Accelerated Reader



The Princeton Review is not affiliated with Princeton University or ETS.



## McGraw-Hill School Division

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**McGraw-Hill**  
**School Division**

New York

Farmington

Selected Quizzes Prepared by  **Accelerated  
Reader**



McGraw-Hill Reading

# Authors

Make the Difference...



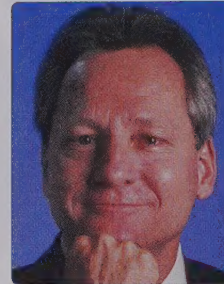
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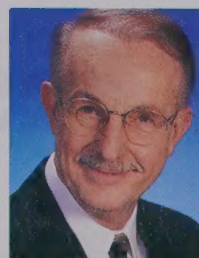
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*Dr. Carl B. Smith*



*Dr. Shirley Wright*



**Part 1**  
**START TOGETHER**

**Focus on Reading and Skills**

**All students start with the SAME:**

- Read Aloud
- Pretaught Skills
  - Phonics
  - Comprehension
- Build Background
- Selection Vocabulary

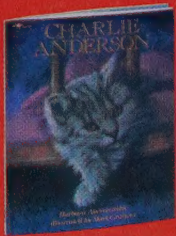
**...Never hold a  
child back.  
Never leave a  
child behind.**



**Part 2**  
**MEET INDIVIDUAL NEEDS**

**Read the Literature**

**Core Selection**



**Pupil Selection**

**Leveled Books**



**Leveled Practice**



Examples Taken From Grade 2



**Part 3**  
**FINISH TOGETHER**

**Build Skills**

**All students finish with the SAME:**

- Phonics
- Comprehension
- Vocabulary
- Study Skills
- Assessment



# McGraw-Hill Reading

## Applying the Research

### Phonological Awareness

**P**honological awareness is the ability to hear the sounds in spoken language. It includes the ability to separate spoken words into discrete sounds as well as the ability to blend sounds together to make words. A child with good phonological awareness can identify rhyming words, hear the separate syllables in a word, separate the first sound in a word (onset) from the rest of the word (rime), and blend sounds together to make words.

Recent research findings have strongly concluded that children with good phonological awareness skills are more likely to learn to read well. These skills can be improved through systematic, explicit instruction involving auditory practice. McGraw-Hill Reading develops these key skills by providing an explicit Phonological Awareness lesson in every selection at grades K–2. Motivating activities such as blending, segmenting, and rhyming help to develop children’s awareness of the sounds in our language.

### Guided Instruction/ Guided Reading

**R**esearch on reading shows that guided instruction enables students to develop as independent, strategic readers. The *reciprocal-teaching model* of Anne-Marie Palincsar encourages teachers to model strategic-thinking, questioning, clarifying, and problem-solving strategies for students as students read together with the teacher. In McGraw-Hill Reading, guided instruction for all Pupil Edition selections incorporates the Palincsar model by providing interactive questioning prompts. The *guided-reading model* of Gay Su Pinnell is also incorporated into the McGraw-Hill Reading program. Through the guided-reading lessons provided for the leveled books offered with the program, teachers can work with small groups of students of different ability levels, closely observing them as they read and providing support specific to their needs.

By adapting instruction to include successful models of teaching and the appropriate materials to deliver instruction, McGraw-Hill Reading enables teachers to offer the appropriate type of instruction for all students in the classroom.

### Phonics

**O**ur language system uses an alphabetic code to communicate meaning from writing. Phonics involves learning the phonemes or sounds that letters make and the symbols or letters that represent those sounds. Children learn to blend the sounds of letters to decode unknown or unfamiliar words. The goal of good phonics instruction is to enable students to read words accurately and automatically.

Research has clearly identified the critical role of phonics in the ability of readers to read fluently and with good understanding, as well as to write and spell. Effective phonics instruction requires carefully sequenced lessons that teach the sounds of letters and how to use these sounds to read words. The McGraw-Hill program provides daily explicit and systematic phonics instruction to teach the letter sounds and blending. There are three explicit Phonics and Decoding lessons for every selection. Daily Phonics Routines are provided for quick reinforcement, in addition to activities in the Phonics/Phonemic Awareness Practice Book and technology components. This combination of direct skills instruction and applied practice leads to reading success.



## Curriculum Connections

**A**s in the child's real-world environment, boundaries between disciplines must be dissolved. Recent research emphasizes the need to make connections between and across subject areas. McGraw-Hill Reading is committed to this approach. Each reading selection offers activities that tie in with social studies, language arts, geography, science, mathematics, art, music, health, and physical education. The program threads numerous research and inquiry activities that encourage the child to use the library and the Internet to seek out information. Reading and language skills are applied to a variety of genres, balancing fiction and nonfiction.

## Integrated Language Arts

**S**uccess in developing communication skills is greatly enhanced by integrating the language arts in connected and purposeful ways. This allows students to understand the need for proper writing, grammar, and spelling. McGraw-Hill Reading sets the stage for meaningful learning. Each week a full writing-process lesson is provided. This lesson is supported by a 5-day spelling plan, emphasizing spelling patterns and spelling rules, and a 5-day grammar plan, focusing on proper grammar, mechanics, and usage.

## Meeting Individual Needs

**E**very classroom is a microcosm of a world composed of diverse individuals with unique needs and abilities. Research points out that such needs must be addressed with frequent intensive opportunities to learn with engaging materials. McGraw-Hill Reading makes reading a successful experience for every child by providing a rich collection of

leveled books for easy, independent, and challenging reading. Leveled practice is provided in Reteach, Practice, and Extend skills books. To address various learning styles and language needs, the program offers alternative teaching strategies, prevention/intervention techniques, language support activities, and ESL teaching suggestions.

## Assessment

**F**requent assessment in the classroom makes it easier for teachers to identify problems and to find remedies for them. McGraw-Hill Reading makes assessment an important component of instruction. Formal and informal opportunities are a part of each lesson. Minilessons, prevention/intervention strategies, and informal checklists, as well as student self-assessments, provide many informal assessment opportunities. Formal assessments, such as weekly selection tests and criterion-referenced unit tests, help to monitor students' knowledge of important skills and concepts. McGraw-Hill Reading also addresses how to adapt instruction based on student performance with resources such as the Alternate Teaching Strategies. Weekly lessons on test preparation, including test preparation practice books, help students to transfer skills to new contexts and to become better test takers.

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**TECHNOLOGY**

**interNET**  
**CONNECTION**

For information on research that supports this program, visit [www.mhschool.com/reading](http://www.mhschool.com/reading).



# McGraw-Hill Reading

## Theme Chart

### MULTI-AGE Classroom

Using the same global themes at each grade level facilitates the use of materials in multi-age classrooms.

GRADE LEVEL	Experience	Connections
	Experiences can tell us about ourselves and our world.	Making connections develops new understandings.
<b>Kindergarten</b>	<b>My World</b> We learn a lot from all the things we see and do at home and in school.	<b>All Kinds of Friends</b> When we work and play together, we learn more about ourselves.
<b>Subtheme 1</b>	<b>At Home</b>	<b>Working Together</b>
<b>Subtheme 2</b>	<b>School Days</b>	<b>Playing Together</b>
<b>1</b>	<b>Day by Day</b> Each day brings new experiences.	<b>Together Is Better</b> We like to share ideas and experiences with others.
<b>2</b>	<b>What's New?</b> With each day, we learn something new.	<b>Just Between Us</b> Family and friends help us see the world in new ways.
<b>3</b>	<b>Great Adventures</b> Life is made up of big and small experiences.	<b>Nature Links</b> Nature can give us new ideas.
<b>4</b>	<b>Reflections</b> Stories let us share the experiences of others.	<b>Something in Common</b> Sharing ideas can lead to meaningful cooperation.
<b>5</b>	<b>Time of My Life</b> We sometimes find memorable experiences in unexpected places.	<b>Building Bridges</b> Knowing what we have in common helps us appreciate our differences.
<b>6</b>	<b>Pathways</b> Reflecting on life's experiences can lead to new understandings.	<b>A Common Thread</b> A look beneath the surface may uncover hidden connections.



# Themes: Kindergarten – Grade 6



Expression	Inquiry	Problem Solving	Making Decisions
There are many styles and forms for expressing ourselves.	By exploring and asking questions, we make discoveries.	Analyzing information can help us solve problems.	Using what we know helps us evaluate situations.
<b>Time to Shine</b> We can use our ideas and our imagination to do many wonderful things.	<b>I Wonder</b> We can make discoveries about the wonders of nature in our own backyard.	<b>Let's Work It Out</b> Working as part of a team can help me find a way to solve problems.	<b>Choices</b> We can make many good choices and decisions every day.
<b>Great Ideas</b>	<b>In My Backyard</b>	<b>Try and Try Again</b>	<b>Good Choices</b>
<b>Let's Pretend</b>	<b>Wonders of Nature</b>	<b>Teamwork</b>	<b>Let's Decide</b>
<b>Stories to Tell</b> Each one of us has a different story to tell.	<b>Let's Find Out!</b> Looking for answers is an adventure.	<b>Think About It!</b> It takes time to solve problems.	<b>Many Paths</b> Each decision opens the door to a new path.
<b>Express Yourself</b> We share our ideas in many ways.	<b>Look Around</b> There are surprises all around us.	<b>Figure It Out</b> We can solve problems by working together.	<b>Starting Now</b> Unexpected events can lead to new decisions.
<b>Be Creative!</b> We can all express ourselves in creative, wonderful ways.	<b>Tell Me More</b> Looking and listening closely will help us find out the facts.	<b>Think It Through</b> Solutions come in many shapes and sizes.	<b>Turning Points</b> We make new judgments based on our experiences.
<b>Our Voices</b> We can each use our talents to communicate ideas.	<b>Just Curious</b> We can find answers in surprising places.	<b>Make a Plan</b> Often we have to think carefully about a problem in order to solve it.	<b>Sorting It Out</b> We make decisions that can lead to new ideas and discoveries.
<b>Imagine That</b> The way we express our thoughts and feelings can take different forms.	<b>Investigate!</b> We never know where the search for answers might lead us.	<b>Bright Ideas</b> Some problems require unusual approaches.	<b>Crossroads</b> Decisions cause changes that can enrich our lives.
<b>With Flying Colors</b> Creative people help us see the world from different perspectives.	<b>Seek and Discover</b> To make new discoveries, we must observe and explore.	<b>Brainstorms</b> We can meet any challenge with determination and ingenuity.	<b>All Things Considered</b> Encountering new places and people can help us make decisions.



# Just Between Us

*Family and friends help us see  
the world in new ways.*

Unit Planner .....	126C
Unit Resources .....	126E
Meeting Individual Needs .....	126F
Unit Assessment Resources .....	126G
Unit Opener .....	126

*"Doves"* a poem by Masahito

## LEMONADE FOR SALE.....128A

written by **Stuart J. Murphy**  
illustrated by **Tricia Tusa**

S K I L L S			
<b>Phonics</b> <ul style="list-style-type: none"> <li>• <b>Introduce</b> /û/oo, ue, ew</li> <li>• <b>Review</b> /û/oo, ue, ew</li> </ul>	<b>Comprehension</b> <ul style="list-style-type: none"> <li>• <b>Introduce</b> Problem and Solution</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• <b>Introduce</b> Prefixes</li> </ul>	<b>Study Skill</b> <ul style="list-style-type: none"> <li>• Graphic Aids: Read a Graph</li> </ul>

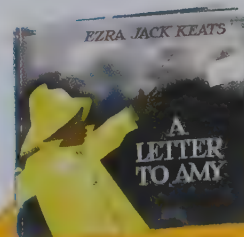


**FICTION**

## A LETTER TO AMY.....156A

written and illustrated by  
**Ezra Jack Keats**

S K I L L S			
<b>Phonics</b> <ul style="list-style-type: none"> <li>• <b>Introduce</b> /ou/ow, ou and /oi/oi, oy</li> <li>• <b>Review</b> /ou/ow, ou; /oi/oi, oy; /û/ew</li> </ul>	<b>Comprehension</b> <ul style="list-style-type: none"> <li>• <b>Introduce</b> Make Inferences</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• <b>Introduce</b> Compound Words</li> </ul>	<b>Study Skill</b> <ul style="list-style-type: none"> <li>• Graphic Aids: Read a Diagram</li> </ul>



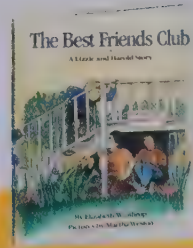
**REALISTIC FICTION**





## THE BEST FRIENDS CLUB.....192A

written by **Elizabeth Winthrop**  
illustrated by **Martha Weston**



**REALISTIC FICTION**

### SKILLS

#### Phonics

- **Introduce** /âr/are, /ôr/or, ore, /îr/ear
- **Review** /âr/; /ôr/; /îr/; /ou/; /oi/; /û/

#### Comprehension

- **Review** Problem and Solution

#### Vocabulary

- **Review** Prefixes

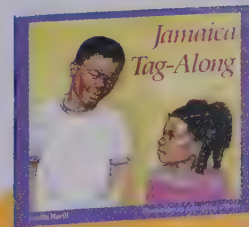
#### Study Skill

- **Graphic Aids:** Use a Diagram



## JAMAICA TAG-ALONG.....216A

written by **Juanita Havill**  
illustrated by **Anne Sibley O'Brien**



**REALISTIC FICTION**

### SKILLS

#### Phonics

- **Introduce** /är/ar, /ûr/ir, ur, er
- **Review** /är/; /ûr/; /är/; /ôr/; /û/

#### Comprehension

- **Review** Make Inferences

#### Vocabulary

- **Review** Compound Words

#### Study Skill

- **Graphic Aids:** Read a Diagram



## SHARKS.....244A

*Special Report*



**NONFICTION**

### SKILLS

#### Phonics

- **Review** /är/; /ûr/; /ôr/; /îr/; /oi/; /û/

#### Comprehension

- **Review** Make Inferences
- **Review** Problem and Solution

#### Vocabulary

- **Review** Compound Words
- **Review** Prefixes

#### Study Skill

- **Graphic Aids:** Use a Bar Graph

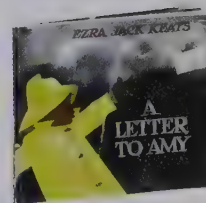
**Unit Closer.....254**

*“Four Generations” a poem by Mary Ann Hoberman*

**Unit Writing Process: Persuasive Writing.....255A**

**Unit Assessment.....255G**





WEEK

1

Lemonade  
for Sale

WEEK

2

A Letter to Amy



## Leveled Books

**Easy:** *Walking the Dogs***Independent:** *Calvin's Plan***Challenge:** *Class 2-Much  
Makes Money***Easy:** *The More the Merrier***Independent:** *A Special Day  
for James***Challenge:** *Tina Finds a Way*

## Tested Skills

**Phonics**

Introduce /ü/oo, ue, ew, 130A–130B

Review /ü/oo, ue, ew, 155E–155F

Review /ü/oo, ue, 155G–155H

**Comprehension**Introduce Problem and Solution,  
155I–155J **Vocabulary**

Introduce Prefixes, 155K–155L

**Study Skills**

Graphic Aids, 154

**Phonics**Introduce /ou/ow, ou; /oi/oi, oy,  
158A–158B

Review /ou/ and /oi/, 191E–191F

Review /ü/ew, 191G–191H

**Comprehension**

Introduce Make Inferences, 191I–191J

**Vocabulary**Introduce Compound Words,  
191K–191L **Study Skills**

Graphic Aids, 190

## Minilessons

**Context Clues,** 133**Make Inferences,** 137**Words with Long a, e, i, o, u,** 139**Main Idea,** 149**Long a,** 165**Context Clues,** 171**Character,** 175**Summarize,** 181**Make Inferences,** 183**Main Idea,** 185

## Language Arts

**Writing:** Persuasive Writing, 155M**Grammar:** Nouns, 155O**Spelling:** Words with /ü/oo, ue, ew,  
155Q **Writing:** Persuasive Writing, 191M**Grammar:** Plural Nouns, 191O**Spelling:** Words with /ou/ow, ou  
and /oi/oi, oy, 191Q

## Activities

Curriculum  
Connections**Read Aloud:** "Lemonade Stand," 128E**Phonics Rhyme:** "My Friends," 128/129**Art:** Sell It Yourself, 134**Social Studies:** Favorite Drinks, 136**Science:** Lemon Trees, 140**Math:** Graphs, 142

Global Clubhouse, 146

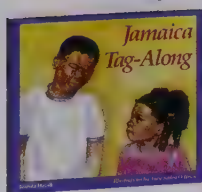
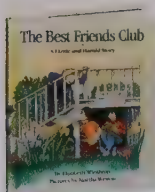
**Read Aloud:** "The Letter," 156E**Phonics Rhyme:** "The Lost and Found  
Kite," 156/157**Art:** Make an Invitation, 160**Social Studies:** Design a Postage  
Stamp, 164**Science:** Wind Vanes, 166**Math:** Mail Sorting, 176

Birthdays, 184



CULTURAL PERSPECTIVES





**WEEK**  
**3**

### Best Friends Club

**Easy:** Kids Clubs That Help the World

**Independent:** Dora and the Un-Club

**Challenge:** The Visitors' Club

**WEEK**  
**4**

### Jamaica Tag-Along

**Easy:** The Well-Used Coat

**Independent:** Hiroko Makes the Team

**Challenge:** Mei Ping and the Silver Shoes

**WEEK**  
**5**

### Sharks

Self-Selected Reading of Leveled Books

**WEEK**  
**6**

### Review, Writing Process, Assessment

Self-Selected Reading

☒ **Phonics**

Introduce /âr/are; /ôr/or, ore; /îr/ear, 194A–194B  
Review /âr/, /ôr/, /îr/, 215E–215F  
Review /âr/, /ôr/, /îr/; /ou/, /oi/; /û/, 215G–215H

☒ **Comprehension**

Review Problem and Solution, 215I–215J

☒ **Vocabulary**

Review Prefixes, 215K–215L

☒ **Study Skills**

Graphic Aids, 214

**Long Vowels**, 197

**Analyze Character**, 199

**Cause and Effect**, 201

**Sequence of Events**, 207

**Summarize**, 209

☒ **Phonics**

Introduce /âr/ar, /ûr/ir, ur, er, 218A–218B  
Review /âr/ and /ûr/, 243E–243F  
Review /âr/, /ûr/; /âr/, /ôr/, /û/, 243G–243H

☒ **Comprehension**

Review Make Inferences, 243I–243J

☒ **Vocabulary**

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☒ **Study Skills**

Graphic Aids, 242

**Make Inferences**, 221

**Main Idea**, 225

**Long e**, 227

**Sequence of Events**, 229

**Make Predictions**, 233

☒ **Phonics**

Review /âr/, /ûr/; /ôr/, /îr/; /ou/, /oi/; /û/, 246A–246B

☒ **Comprehension**

Review Make Inferences, 253E–253F  
Review Problem and Solution, 253G–253H

☒ **Vocabulary**

Review Compound Words, 253I–253J  
Review Prefixes, 253K–253L

☒ **Study Skills**

Graphic Aids, 252

☒ **Assess Skills**

/û/oo, ue, ew  
/ou/ow, ou and /oi/oi, oy  
/âr/are, /ôr/or, ore, /îr/ear  
/âr/ar, /ûr/ir, ur, er  
Problem and Solution  
Make Inferences  
Prefixes  
Compound Words

☒ **Assess Grammar and Spelling**

Review Nouns, 255G  
Review Spelling Patterns, 255H

☒ **Unit Progress Assessment**

☒ **Standardized Test Preparation**

**Writing:** Persuasive Writing, 215M

**Grammar:** Proper Nouns, 215O

**Spelling:** Words with /âr/are, /ôr/or, ore, and /îr/ear, 215Q

**Writing:** Persuasive Writing, 243M

**Grammar:** Possessive Nouns, 243O

**Spelling:** Words with /âr/ar; /ûr/ir, ur, er, 243Q

**Writing:** Persuasive Writing, 253M

**Grammar:** Plurals and Possessives, 253O

**Spelling:** Words from Science, 253Q

**Unit Writing Process:** Persuasive Writing, 255A

**Read Aloud:** "Wolf's Favor," 192E

**Phonics Rhyme:** "A Surprise for Tim," 192/193

**Science:** Bouncing Balls, 202

**Math:** Finding Space, 204

**Social Studies:** Games We Play, 208

Ball Games, 208

**Read Aloud:** "Brothers," 216E

**Phonics Rhyme:** "Arthur, Arthur," 216/217

**Math:** Learn the Score, 222

**Art:** Community Planning, 228

**Science:** What Is Sand? 230

**Social Studies:** Castles, 236

Games Children Play, 220

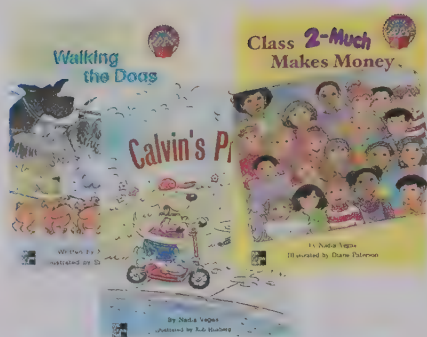
**Read Aloud:** "The Sharks," 244E

**Phonics Rhyme:** "Shark Food," 244/245



**Cooperative Theme Project**  
**Research and Inquiry:**  
Making a Friends Mural, 127





## LITERATURE

### LEVELED BOOKS

#### Easy:

- *Walking the Dogs*
- *The More the Merrier*
- *Kids Clubs that Help the World*
- *The Well-Used Coat*

#### Independent:

- *Calvin's Plan*
- *A Special Day for James*
- *Dora and the Un-Club*
- *Hiroko Makes the Team*

#### Challenge:

- *Class 2-Much Makes Money*
- *Tina Finds a Way*
- *The Visitors' Club*
- *Mei Ping and the Silver Shoes ...*

### THEME BIG BOOK

Share *It Takes a Village* to set the unit theme and make content-area connections.

### LISTENING LIBRARY AUDIOCASSETTE

Recordings of the student book selections and poetry.



## SKILLS

### LEVELED PRACTICE

**Practice Book:** Student practice for phonics, comprehension, vocabulary and study skills; plus practice for instructional vocabulary and story comprehension. Take-Home Story included for each lesson.

**Reteach:** Reteaching opportunities for students who need more help with each assessed skill.

**Extend:** Extension activities for vocabulary, comprehension, story and study skills.

### TEACHING CHARTS

Instructional charts for modeling vocabulary and tested skills. Also available as transparencies.

### WORD BUILDING MANIPULATIVE CARDS

a b Letter and word cards to utilize phonics and build instructional vocabulary.

### LANGUAGE SUPPORT BOOK

**ESL** Parallel teaching lessons and appropriate practice activities for students needing language support.

### PHONICS/PHONEMIC AWARENESS PRACTICE BOOK

Additional practice focusing on vowel sounds, phonograms, blends, digraphs, and key phonetic elements.



## LANGUAGE ARTS

### GRAMMAR PRACTICE BOOK

Provides practice for grammar and mechanics lessons.

### SPELLING PRACTICE BOOK

Provides practice with the word list and spelling patterns. Includes home involvement activities.

### DAILY LANGUAGE ACTIVITIES

Sentence activities that provide brief, regular practice and reinforcement of grammar, mechanics, and usage skills. Available as black-line masters and transparencies.

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## TECHNOLOGY

### Phonics CD-ROM

provides extra phonics support.

**interNET CONNECTION** extends lesson activities through Research and Inquiry ideas.

Visit [www.mhschool.com/reading](http://www.mhschool.com/reading).



# Resources for Meeting Individual Needs

## UNIT 2



Lemonade for Sale

**Leveled Book:**  
*Walking the Dogs*  
**Reteach,** 43–50  
**Alternate Teaching Strategies,** T64–T72  
**Writing:** Illustration, 155M–155N  
**Phonics** CD-ROM

**Leveled Book:**  
*Calvin's Plan*  
**Practice,** 43–50  
**Alternate Teaching Strategies,** T64–T72  
**Writing:** Arts and Letters, 155M–155N  
**Phonics** CD-ROM

**Leveled Book:**  
*Class 2-Much Makes Money*  
**Extend,** 43–50  
**Writing:** Working It Out, 155M–155N  
**Phonics** CD-ROM

**Teaching Strategies,** 130C, 131, 135, 147, 155A, 155B, 155C, 155N  
**Language Support,** 46–54  
**Alternate Teaching Strategies,** T64–T72  
**Writing:** Write a Letter, 155M–155N  
**Phonics** CD-ROM



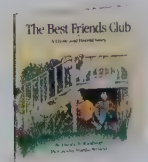
A Letter to Amy

**Leveled Book:**  
*The More the Merrier*  
**Reteach,** 51–58  
**Alternate Teaching Strategies,** T64–T72  
**Writing:** Political Cartoon, 191M–191N  
**Phonics** CD-ROM

**Leveled Book:**  
*A Special Day for James*  
**Practice,** 51–58  
**Alternate Teaching Strategies,** T64–T72  
**Writing:** Telephone Call, 191M–191N  
**Phonics** CD-ROM

**Leveled Book:**  
*Tina Finds a Way*  
**Extend,** 51–58  
**Writing:** Campaign Plan, 191M–191N  
**Phonics** CD-ROM

**Teaching Strategies,** 158A, 158C, 159, 165, 169, 171, 191K, 191N  
**Language Support,** 55–63  
**Alternate Teaching Strategies,** T64–T72  
**Writing:** Write a Speech, 191M–191N  
**Phonics** CD-ROM



The Best Friends Club

**Leveled Book:**  
*Kids Clubs That Help the World*  
**Reteach,** 59–66  
**Alternate Teaching Strategies,** T64–T72  
**Writing:** Poster, 215M–215N  
**Phonics** CD-ROM

**Leveled Book:**  
*Dora and the Un-Club*  
**Practice,** 59–66  
**Alternate Teaching Strategies,** T64–T72  
**Writing:** Joining a Club, 215M–215N  
**Phonics** CD-ROM

**Leveled Book:**  
*The Visitors' Club*  
**Extend,** 59–66  
**Writing:** Creating a Club Kit, 215M–215N  
**Phonics** CD-ROM

**Teaching Strategies,** 194C, 195, 197, 200, 203, 205, 215N  
**Language Support,** 64–72  
**Alternate Teaching Strategies,** T64–T72  
**Writing:** Write an Ad, 215M–215N  
**Phonics** CD-ROM



Jamaica Tag-Along

**Leveled Book:**  
*The Well-Used Coat*  
**Reteach,** 67–74  
**Alternate Teaching Strategies,** T64–T72  
**Writing:** Storyboard, 243M–243N  
**Phonics** CD-ROM

**Leveled Book:**  
*Hiroko Makes the Team*  
**Practice,** 67–74  
**Alternate Teaching Strategies,** T64–T72  
**Writing:** Dramatic Poetry, 243M–243N  
**Phonics** CD-ROM

**Leveled Book:**  
*Mei Ping and the Silver Shoes*  
**Extend,** 67–74  
**Writing:** Changing Roles, 243M–243N  
**Phonics** CD-ROM

**Teaching Strategies,** 218C, 219, 229, 231, 235, 243G, 243K, 243N  
**Language Support,** 73–81  
**Alternate Teaching Strategies,** T64–T72  
**Writing:** Write a Play, 243M–243N  
**Phonics** CD-ROM



Sharks

**Review**  
**Reteach,** 75–82  
**Alternate Teaching Strategies,** T64–T72  
**Writing:** Draw Endangered Animals, 253M–253N  
**Phonics** CD-ROM

**Review**  
**Practice,** 75–82  
**Alternate Teaching Strategies,** T64–T72  
**Writing:** Endangered Animal Profiles, 253M–253N  
**Phonics** CD-ROM

**Review**  
**Extend,** 75–82  
**Writing:** First Person Letters, 253M–253N  
**Phonics** CD-ROM

**Teaching Strategies,** 246C, 247, 253I, 255N  
**Language Support,** 82–90  
**Alternate Teaching Strategies,** T64–T72  
**Writing:** Write a Letter, 253M–253N  
**Phonics** CD-ROM



## INFORMAL

## Informal Assessment

- Phonics, 130B, 151, 155F, 155H; 158B, 187, 191F, 191H; 194B, 211, 215F, 215H; 218B, 239, 243F, 243H; 246B, 249, 253F, 253H
- Comprehension, 150, 151, 155J; 186, 187, 191J; 210, 211, 214, 215J; 238, 239, 243J; 248, 249, 253J
- Vocabulary, 155L, 191L, 215L, 243L, 253L

## Performance Assessment

- Scoring Rubrics, 155N, 191N, 215N, 243N, 253N
- Research and Inquiry, 127, 255
- Listening, Speaking, Viewing Activities, 128E, 128/129, 130C, 130–151, 155D, 155M–N; 156E, 156/157, 158C, 158–187, 191D, 191M–N; 192E, 192/193, 194C, 194–211, 215D, 215M–N; 216E, 216/217, 218C, 218–239, 243D, 243M–N; 244E, 244/245, 246C, 246–249, 253D, 253M–N
- Portfolio, 155N, 191N, 215N, 243N, 255N
- Writing, 155M–N, 191M–N, 215M–N, 243M–N, 253M–N, 255M–N

## Leveled Practice

## Practice, Reteach, Extend

- **Phonics and Decoding**  
/ü/oo, ue, ew, 43, 47, 48, 56, 64, 72, 75  
/ou/ow, ou, and /oi/oi, oy, 51, 55, 56, 64, 75  
/âr/are; /ôr/or, ore; /îr/ear, 59, 63, 64, 72, 75  
/är/ar; /ûr/ir, ur, er, 67, 71, 72, 75
- **Comprehension**  
Problem and Solution, 49, 65, 80  
Make Inferences, 57, 73, 79
- **Vocabulary Strategies**  
Prefixes, 50, 66, 82  
Compound Words, 58, 74, 81
- **Study Skills**  
Graphic Aids, 46, 54, 62, 70, 78



## FORMAL

## Selection Assessments

- **Skills and Vocabulary Words**  
*Lemonade for Sale*, 21–24  
*A Letter to Amy*, 25–28  
*The Best Friends Club*, 29–32  
*Jamaica Tag-Along*, 33–36  
*Sharks*, 37–38

## Unit 2 Tests

- **Phonics and Decoding**  
/ü/oo, ue, ew  
/ou/ow, ou, and /oi/oi, oy  
/âr/are; /ôr/or, ore; /îr/ear  
/är/ar; /ûr/ir, ur, er
- **Comprehension**  
Problem and Solution  
Make Inferences
- **Vocabulary Strategies**  
Prefixes  
Compound Words

## Grammar and Spelling Assessment

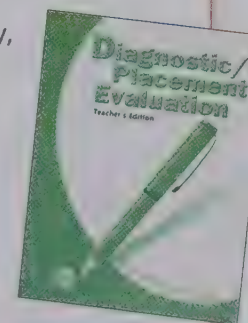
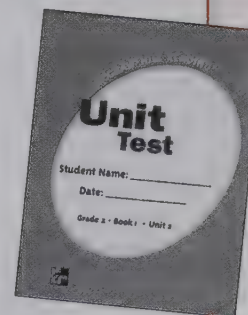
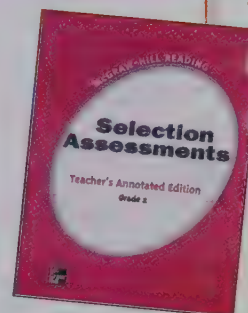
- **Grammar**  
Nouns, 37, 43, 49, 55, 61, 63–64
- **Spelling**  
Words with /ü/, 38  
Words with /ou/ and /oi/, 44  
Words with /âr/, /ôr/, and /îr/, 50  
Words with /är/ and /ûr/, 56  
Words from Science, 62  
Unit 2 Assessment, 63–64

## Diagnostic/Placement Evaluation

- Individual Reading Inventory, 23–24
- Running Record, 25–26
- Phonics and Decoding Inventory, 125
- Grade K Diagnostic/Placement
- Grade 1 Diagnostic/Placement
- Grade 2 Diagnostic/Placement
- Grade 3 Diagnostic/Placement

## Test Preparation

- See also Test Power in Teacher's Edition, 155, 191, 215, 243, 253





# Assessment Checklist

Student .....Grade.....

Teacher .....

*Lemonade for Sale*

*A Letter to Amy*

*The Best Friends Club*

*Jamaica Tag-Along*

*Sharks*

*Assessment Summary*

## LISTENING/SPEAKING

Participates in oral language experiences

Listens and speaks to gain knowledge of culture

Speaks appropriately to audiences for different purposes

Communicates clearly

## READING

Uses a variety of word identification strategies:

- Phonics and decoding: /ü/oo, ue, ew
- Phonics and decoding: /ou/ow, ou, and /oi/oi, oy
- Phonics and decoding: /â/are; /ôr/or, ore; /îr/ear
- Phonics and decoding: /är/ar; /ür/ir, ur, er
- Prefixes
- Compound Words

Reads with fluency and understanding

Reads widely for different purposes in varied sources

Develops an extensive vocabulary

Uses a variety of strategies to comprehend selections:

- Problem and Solution
- Make Inferences

Responds to various texts

Analyzes the characteristics of various types of texts

Conducts research using various sources:

- Graphic Aids

Reads to increase knowledge

## WRITING

Writes for a variety of audiences and purposes

Composes original texts using the conventions of written language such as capitalization and penmanship

Spells proficiently

Composes texts applying knowledge of grammar and usage

Uses writing processes

Evaluates own writing and writing of others

+ Observed

– Not Observed



# Introducing the Theme

## Just Between Us

*Family and friends help us see the world in many ways.*

**PRESENT THE THEME** Read the theme statement to children. Ask them how people they know help them see the world in many ways. Encourage children to tell about a time they shared an experience with a family member or someone they know that helped them understand a situation in a new and different way.

**READ THE POEM** Tell children that this poem describes how one person feels about another. Read aloud "Doves" by Masahito. Then ask children what they think the poet is saying. Lead them to understand that the narrator is speaking to a very close friend.



**LISTENING LIBRARY**  
AUDIOCASSETTE



**MAKE CONNECTIONS** Have children preview the unit by reading the selection titles and looking at the illustrations. Then have them work in small groups to brainstorm a list of ways that the stories, poems, and the *Time for Kids* magazine article relate to the theme Just Between Us.

Groups can then compare their lists as they share them with the class.



## THEME SUMMARY

Each of the five selections relates to the unit theme Just Between Us as well as the global theme Connections.

**Lemonade for Sale** Children discover how to combine friendship and business.

**A Letter to Amy** A boy sends a special invitation to his special friend.

**The Best Friends Club** A girl learns to share a friendship.

**Jamaica Tag-Along** A girl gets a lesson in friendship from a small boy.

**Sharks** An article tells about how sharks and humans can help each other.



# Just Between Us

UNIT  
2

## Doves

Although I saw you  
The day before yesterday,  
And yesterday and today,  
This much is true—  
I want to see you tomorrow, too!

*by Masahito*

127

### LEARNING ABOUT POETRY

**Literary Devices: Rhythm** Read aloud the first three lines as if they were one line, pausing slightly after the second and third lines. Then take a real pause after the fourth line before reading the fifth and last line. Point out that there is only one rhyme in the poem (true, too), but that it is a poem nonetheless because of the rhythm of the words.



**Poetry Activity** Have children write a poem about a person or animal they care a lot about. They can use the same format as "Doves," or you may choose to model another poem for them to follow.

## Activity

### Research and Inquiry



#### Theme Project: Making a Friends Mural

Have children work in teams to brainstorm names of story friends they have read about. They will then choose two or more friends and draw them for a friends mural.

**List What They Know** Once children have picked the fictional friends they want to draw, have them list what they know about how they look.

#### Ask Questions and Identify

**Resources** Next ask children to brainstorm some questions they need to answer in order to prepare their friends mural. Have them list possible resources.

QUESTIONS	POSSIBLE RESOURCES
• What kind of clothes do the friends wear?	• Illustrations in story-book
• What color hair do they have?	• Illustrations in story-book
• In what setting do they live?	• Story

Remind children to take notes about any important details.



Children can find more information about murals by visiting [www.mhschool.com/reading](http://www.mhschool.com/reading).

**Organize the Mural** When their research is complete, children will present their plans for making their portion of the friends mural. They can identify the friends they will be portraying and describe them. Encourage children to make their drawings vivid and colorful.

See Wrap Up the Theme, page 254.



# Lemonade for Sale

**Selection Summary** Children will read about a group of children who use teamwork, creativity, and math skills to raise funds for fixing up their tree house.



**INSTRUCTIONAL**  
Pages 130–155

**About the Author** When Stuart J. Murphy was in school, he didn't like math. Now he writes books that make math a lot of fun. Mr. Murphy says he gets ideas by visiting children in schools and libraries, as well as from his own life.



**About the Illustrator** To get ideas, Tricia Tusa tells us: "I study people's faces down the aisles at the grocery store and at the laundromat." Her rabbit, Mrs. Stewart, also inspires Ms. Tusa. "Mrs. Stewart thumps around the house, but will sometimes stop to chat," she says.

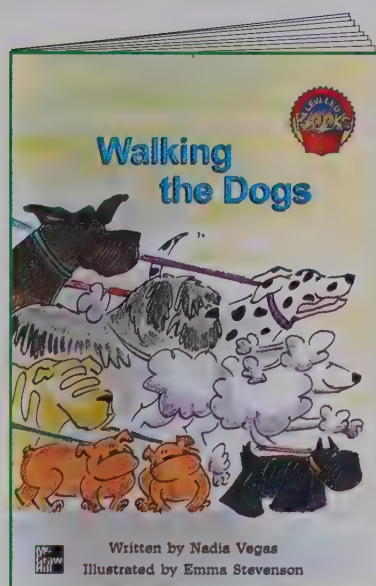


Listening  
Library  
Audiocassette



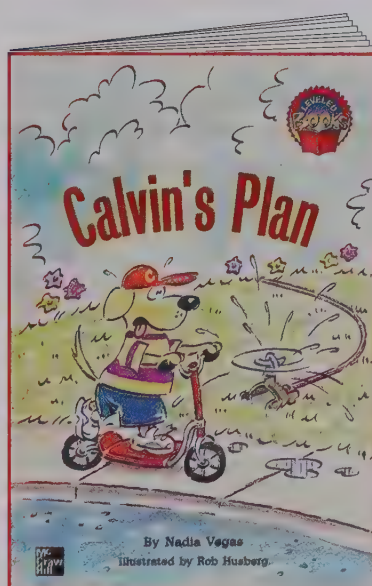
# Resources for Meeting Individual Needs

## LEVELED BOOKS



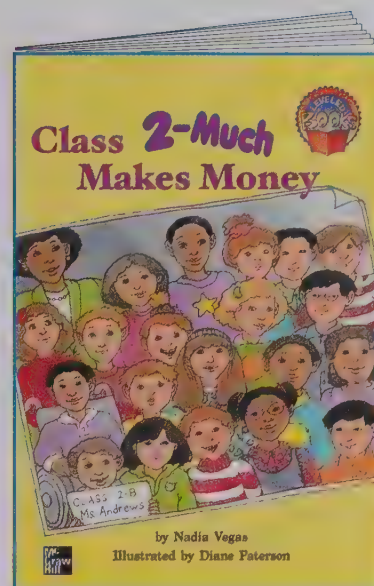
**EASY**  
Pages 155A, 155D

**DECODABLE**



**INDEPENDENT**  
Pages 155B, 155D

Take-Home version available



**CHALLENGE**  
Pages 155C, 155D

## LEVELED PRACTICE

## ADDITIONAL RESOURCES



### Reteach, 43-50

blackline masters with reteaching opportunities for each assessed skill

### Practice, 43-50

workbook with Take-Home Stories and practice opportunities for each assessed skill and story comprehension

### Extend, 43-50

blackline masters that offer challenge activities for each assessed skill

- **Language Support Book** 46-54
- **Take-Home Story, Practice** 44a-44b
- **Alternate Teaching Strategies** T64-T72
- **Selected Quizzes Prepared by** Accelerated Reader

McGraw-Hill School

## TECHNOLOGY

**Phonics** CD-ROM provides extra phonics support.

**interNET CONNECTION** Research & Inquiry ideas. Visit [www.mhschool.com/reading](http://www.mhschool.com/reading).





Suggested

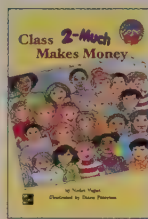
Available on CD-ROM

# Lesson Planner

<b>READING AND LANGUAGE ARTS</b>	<b>DAY 1</b> <b>Focus on Reading and Skills</b>	<b>DAY 2</b> <b>Read the Literature</b>
<b>Phonics Daily Routines</b>	<b>Daily  Routine:</b> Segmenting, 130B CD-ROM	<b>Daily  Routine:</b> Blending, 130C CD-ROM
<b>Phonological Awareness</b>  <b>Phonics /ü/</b>  <b>Comprehension</b>  <b>Vocabulary</b>  <b>Study Skills</b>  <b>Listening, Speaking, Viewing, Representing</b>	<b>Read Aloud and Motivate, 128E</b> "Lemonade Stand"  <input checked="" type="checkbox"/> <b>Develop Phonological Awareness, 128–129</b> /ü/oo, ue, ew "My Friends"  <input checked="" type="checkbox"/> <b>Introduce /ü/oo, ue, ew 130A–130B</b> <b>Teaching Chart 36</b> <b>Reteach, Practice, Extend, 43</b> <b>Phonics/Phonemic Awareness Practice Book, 47–50</b>	<b>Build Background, 130C</b> Develop Oral Language  <b>Vocabulary, 130D</b> announced melted squeezed empty poured wrong  <b>Word Building Manipulative Cards Teaching Chart 37</b> <b>Reteach, Practice, Extend, 44</b>  <b>Read the Selection, 130–151</b> Guided Instruction <input checked="" type="checkbox"/> /ü/oo, ue, ew  <b>Minilessons, 133, 139, 149</b>  <b>Cultural Perspectives, 146</b>
<b>Curriculum Connections</b>	<b>Language Arts, 128E</b>	<b>Social Studies, 130C</b>
<b>Writing</b>	<b>Writing Prompt:</b> Did you ever have a sale in your neighborhood or at school? What did you sell? Tell about the experience.	<b>Writing Prompt:</b> What would you do to get people to notice your lemonade stand? Would you use signs, or music, or performers? Choose one idea and write about it.  <b>Journal Writing</b> Quick-Write, 151
<b>Grammar</b>	<b>Introduce the Concept: Nouns, 155O</b> Daily Language Activity: Provide nouns to complete sentences. <b>Grammar Practice Book, 33</b>	<b>Teach the Concept: Nouns, 155O</b> Daily Language Activity: Provide nouns to complete sentences. <b>Grammar Practice Book, 34</b>
<b>Spelling /ü/</b>	<b>Pretest: Words with /ü/oo, ue, ew 155Q</b> <b>Spelling Practice Book, 33–34</b>	<b>Explore the Pattern: Words with /ü/ oo, ue, ew and /oi/oi, oy, 155Q</b> <b>Spelling Practice Book, 35</b>



## Meeting Individual Needs



= Skill Assessed in Unit Test

**Read**  
EVERY DAY

DAY

3

*Read the Literature*

Daily **Phonics** Routine:  
Letter Substitution, 153

CD-ROM

Rereading for Fluency, 150

Story Questions, 152  
**Reteach, Practice, Extend**, 45  
Story Activities, 153

Study Skills, 154  
 Graphic Aids  
Teaching Chart 38  
**Reteach, Practice, Extend**, 46

Test Power, 155

**Read the Leveled Books**,  
Guided Reading  
 Phonics /ü/oo, ue, ew  
 Instructional Vocabulary

**Activity** Art, 134

**Writing Prompt:** Not all kids have club-houses. Describe another place where kids could get together and have fun.

**Persuasive Writing**, 155M  
Prewrite, Draft

**Review and Practice: Plural Nouns**, 155P  
Daily Language Activity: Provide nouns to complete sentences.

**Grammar Practice Book**, 35

**Practice and Extend: Words with /ü/ oo, ue, ew** 155R

**Spelling Practice Book**, 36

DAY

4

*Build Skills*

Daily **Phonics** Routine:  
Writing, 155F

CD-ROM

**Read** Read the Leveled Books and Self-Selected Books

Review /ü/oo, ue, ew 155E–155F  
Teaching Chart 39  
**Reteach, Practice, Extend**, 47  
Language Support, 51  
Phonics/Phonemic Awareness  
Practice Book, 47–50

Review, 155G–155H  
Teaching Chart 40  
**Reteach, Practice, Extend**, 48  
Language Support, 52  
Phonics/Phonemic Awareness  
Practice Book, 47–50

**Activity** Social Studies, 136

**Writing Prompt:** List three things kids could sell to earn money. Choose one and write about it.

**Persuasive Writing**, 155M  
Revise

**Meeting Individual Needs for Writing**, 155N

**Review and Practice: Using Commas**, 155P  
Daily Language Activity: Provide nouns to complete sentences.

**Grammar Practice Book**, 36

**Practice and Write: Words with /ü/ oo, ue, ew** 155R

**Spelling Practice Book**, 37

DAY

5

*Build Skills*

Daily **Phonics** Routine:  
Fluency, 155H

CD-ROM

**Read** Read Self-Selected Books

Introduce Problems and Solution, 155I–155J  
Teaching Chart 41  
**Reteach, Practice, Extend**, 49  
Language Support, 53

Introduce Prefixes, 155K–155L  
Teaching Chart 42  
**Reteach, Practice, Extend**, 50  
Language Support, 54

Listening, Speaking, Viewing, Representing, 155N

Minilessons, 133, 137, 139, 149

**Activity** Science, 140 Math, 142

**Writing Prompt:** Do you think it would be fun to have a lemonade stand, or another business? Tell why or why not.

**Persuasive Writing**, 155M  
Edit, Proofread, Publish

**Assess and Reteach: Nouns**, 155P  
Daily Language Activity: Provide nouns to complete sentences.

**Grammar Practice Book**, 37–38

**Assess and Reteach: Words with /ü/ oo, ue, ew** 155R

**Spelling Practice Book**, 38





# Read Aloud and Motivate

## Lemonade Stand

by Myra Cohn Livingston

**E**very summer  
under the shade  
we fix up a stand  
to sell lemonade.

A stack of cups,  
a pitcher of ice,  
a shirtboard sign,  
to tell the price.

A dime for the big.  
A nickel for small.  
The nickel cup's short.  
The dime cup's tall.

Plenty of sugar  
to make it sweet,  
and sometimes cookies  
for us to eat.

Continued on pages T2-T5

## Oral Comprehension

**LISTENING AND SPEAKING** Read this poem aloud. When you have finished, ask children, "Did the poem end the way you expected it to? Why or why not?" Then ask, "Can you think of a different way it might have ended?"

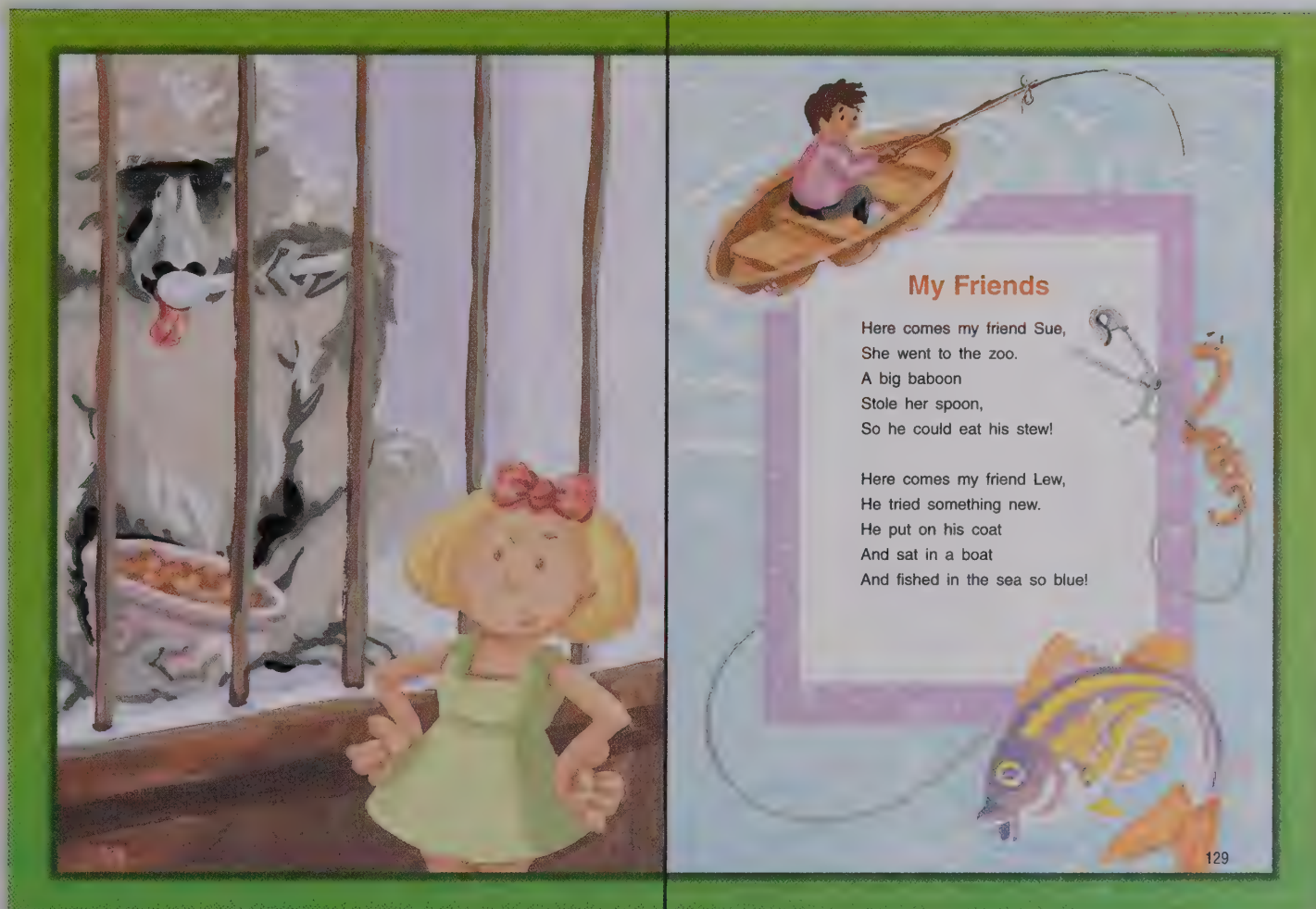
**Activity** Invite children to make posters for a lemonade stand. Encourage them to use crayons or markers to color their posters.

► **Visual/Spatial**



# Develop **Phonological Awareness**

Anthology pages 128–129



## Objective: Listen for /ü/

**RHYMING** Have children read the poem. Say the sound /ü/. Have children repeat the sound with you. Reread the poem aloud, asking children to clap their hands every time they hear a word that rhymes with *too*.

**Phonemic Awareness** **BLENDING** Have children practice blending words from the poem. For example, say: *Sue lost her /s/ /p/ /ü/ /n/. What did Sue lose?* (*spoon*)

Repeat blending for **baboon** and **blue**.

**Phonemic Awareness** **SEGMENTING** Have children change vowel sounds to make new words. For example:

- Say *boat*. Change the /ō/ to /ü/, and say the new word. (*boot*)
- Say *stole*. Change the /ō/ to /ü/, and say the new word. (*stool*)
- Say *sat*. Change the /a/ to /ü/ and say the new word. (*suit*)



TESTED  
OBJECTIVES

Children will:

- identify /ü/oo, ue, ew.
- blend and read words with the /ü/ sound spelled oo, ue, and ew.

## MATERIALS

- Teaching Chart 36
- letter, variant vowel, and word building boxes from the Word Building Manipulative Cards

SPELLING/PHONICS  
CONNECTIONS

Words with /ü/oo, ue, ew:  
See the 5-Day Spelling Plan,  
pages 155Q–155R.

## TEACHING TIP

**INSTRUCTIONAL** Point out that many words spelled oo, ue, and ew have the /ü/ sound. Even though the words are spelled with different letters, they are pronounced the same way.

## Introduce /ü/oo, ue, ew

## TEACH

Identify the  
Letters oo, ue,  
and ew as  
Symbols for /ü/

Let children know they will learn to read words in which the letters oo, ue, and ew are symbols for the sound /ü/.

oo	ue	ew
spoon	blue	crew
room	clue	new
noon	true	stew

Teaching Chart 36

**BLENDING**  
Model and Guide  
Practice with  
/ü/ Words

**Use the Words  
in Context**

**Repeat the  
Procedure**

- Display **Teaching Chart 36**. Read aloud the first word in the first row. (*spoon*) Repeat, and ask children to identify the symbol for the /ü/ sound. Then ask volunteers to add the missing letters to the second and third words.
- Reread the words. Ask children to follow your finger to blend the sounds, and to repeat each word with you.
- Use the words in sentences to reinforce their meaning. Examples: *I will need a large spoon to eat that stew.*
- Repeat the same procedure to model and guide practice with the rest of the words on the chart.



## PRACTICE

### WORD BUILDING

Build /ü/ Words with Letter Cards

Set out letter cards for *oo*, *ue*, *ew* and several consonants such as *n*, *t*, *r*, *b*, *l*, and *s*. Ask volunteers to form different words from the letter cards displayed. Have children blend and read each word aloud.

#### Linguistic/Visual



## ASSESS/CLOSE

### Read and Write Words with the /ü/ Sound

To assess children's ability to build and read words with /ü/, observe them as they work on the Practice activity. Ask children to read aloud the phonics rhyme "My Friends" on page 129. Then have each child write a word using each of the spellings *oo*, *ue*, and *ew*.

## ADDITIONAL PHONICS RESOURCES

Phonics/Phonemic Awareness  
Practice Book, pages 47–50

PHONICS KIT  
Hands-on Activities and Practice

McGraw-Hill School  
TECHNOLOGY

Phonics CD-ROM  
activities for practice with  
Blending and Segmenting



## Meeting Individual Needs for Phonics

### EASY

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach 43

/ü/ oo, ue, ew

Say these words. What sound do you hear?



spoon

Tuesday

screw

Write the word that names each picture

1.



2.



3.



4.



5.



6.



7.



8.



### ON-LEVEL

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice 43

/ü/ oo, ue, ew

Circle the word that names the picture. Write the word.

1.



2.



3.



4.



5.



### CHALLENGE

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend 43

/ü/ oo, ue, ew

Use the code to complete each sentence. Cross out each word as you use it.

spoonful	Tuesday	due	drew	choose
clue	pool	news	balloon	few



a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

- Is today 14 15 5 13 4 1 17? Tuesday
- I go to the 11 10 10 8 on hot summer days. pool
- Sam 4 12 5 16 a picture of his family. drew
- The teams will 3 7 10 10 13 5 sides. choose
- Anna heard about the fair on the 9 5 16 13. news

## Daily Routines

DAY 1

**Segmenting** Distribute word building boxes. Say an *oo*, *ue*, and *ew* word aloud. Have children write the spelling of each sound in the appropriate box. (Use *room*, *clue*, *new*.)

DAY 2

**Blending** Write the spelling of each sound in *bloom* as you say it. Have children repeat after you. Then ask children to blend the sounds to read the word. Repeat with *grew* and *Tuesday*.

DAY 3

**Letter Substitution** Assign partners the phonemic elements cards for *oo*, *ue*, or *ew* and some letter cards. Have partners take turns changing a letter to build a new word with the /ü/ sound and their assigned letters.

DAY 4

**Writing** Have pairs of children write a riddle using at least two words with the /ü/ sound. Have one partner read aloud the riddle to the class and the other partner read the answer.

DAY 5

**Fluency** Write the following words on the chalkboard: *blew*, *new*, *due*, *roof*, *boot*. Point to each word, asking children to blend the sounds silently. Ask a volunteer to read each word aloud.



# Build Background



Social Studies

## Anthology and Leveled Books

### Evaluate Prior Knowledge

**CONCEPT: FUND-RAISING** Ask children to share different types of fund-raisers they've been involved with. Were the fund-raisers for a school? A club or a team? For what purpose were the funds being raised?

**MAKE A CHART** Work with children to create a chart on which to record their knowledge of fund-raisers.

► **Logical/Interpersonal**

Group	Activity	Purpose
scout troop	car wash	overnight hiking trip
class	bake sale	end-of-year party

Graphic Organizer 30

**DESCRIBE A FUND-RAISER** Have



children write a brief

description of a fund-raiser in which they were involved. Suggest to children who have never participated in a fund-raiser that they choose one type from the chart and describe what it might be like.

### Develop Oral Language

**FUND-RAISING ACTIONS** Have children work in small groups to pantomime running a booth at a fund-raiser.

**ESL**

work in small groups to pantomime running a booth at a fund-raiser.

- Invite them to show how they are raising money. (*washing cars, selling lemonade*)
- Have them describe what they are doing and why they are raising money.

Prompt children by asking:

- Where are you?
- What are you doing now?
- What will you do with your money?

► **Interpersonal /Kinesthetic**



## DAILY ROUTINES

DAY 2

**Blending** Write the spelling of each sound in bloom as you say it. Have children repeat after you. Then ask children to blend the sounds to read the word. Repeat with grew and Tuesday.

CD-ROM

## LANGUAGE SUPPORT

Use the Language Support Book, pages 46–49, for teaching suggestions for Build Background and Key Vocabulary.



# Vocabulary

## Key Words



### The Sale

1. Sheri announced a fundraiser and made it known to everyone that they would sell lemonade. 2. The children agreed because there was nothing in their empty piggy bank. 3. Matthew pressed the lemons and squeezed out the juice for lemonade. 4. The children poured the lemonade into cups. 5. It was so hot outside that the ice in the cups melted into water. 6. Leaving the cups in the hot sun was the wrong way to keep the lemonade cool.

Teaching Chart 37

## Vocabulary in Context

### IDENTIFY VOCABULARY WORDS

Display **Teaching Chart 37** and read the passage with the children. Have volunteers circle each vocabulary word and underline other words that are clues to its meaning.

**DISCUSS MEANINGS** Ask questions like these to help clarify word meanings:

- When you announce something, do you say it quietly or loudly?
- Is there milk in an empty cup?
- If you squeeze something, do you press on it or pull it?
- If your ice cream has melted, is it soft or hard?
- Can you show me how you would pour milk from the carton into a glass?
- If an answer is wrong, should you change it or leave it alone?

## Practice

**DEMONSTRATE WORD MEANING** Write a context sentence on the chalkboard for each word, leaving a blank for the vocabulary word. As you read each sentence, have small groups choose and hold up the correct vocabulary card. ► **Kinesthetic/Linguistic**

squeezed empty  
poured

Word Building Manipulative Cards

**WRITE A STORY** Have partners work together to write a brief story using the vocabulary words. Have children refer to their Glossary as needed.

► **Linguistic/Interpersonal**

## Definitions

**announced** (p.138) made known formally; gave notice of

**empty** (p.133) containing nothing

**squeezed** (p.137) pressed hard

**poured** (p.137) caused to flow

**melted** (p.145) became liquid through heat

**wrong** (p.145) not correct; mistaken



## SPELLING/VOCABULARY CONNECTIONS

See Spelling Challenge Words, page 155Q.

## ON-LEVEL

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice 44

### Vocabulary

Write words from the box to finish the letter

announced empty melted poured squeezed wrong

Dear Sally,

It is very hot. Today we sold lemonade. We squeezed the lemons ourselves. We got a lot of empty paper cups. Then we announced to everyone that we were ready to sell. Lots of people came. We poured cup after cup. Only one thing went wrong. The ice melted. Still it was lots of fun. We made some money. You should try it.

Your friend,

Anna

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**Take-Home Story 44a**  
**Reteach 44**  
**Practice 44 • Extend 44**



# Guided Instruction

## Preview and Predict

Have the children read the title. Then take a **picture walk** through the illustrations. Look for clues about the story.

- What clues about the plot and characters do the title and pictures give?
- What will this story most likely be about?
- Will the story be a realistic one or a fantasy? How can you tell? (The story seems to be about real children.) *Genre*

Ask children to make predictions about the story and record their predictions in a chart.

PREDICTIONS	WHAT HAPPENED
The children will have a lemonade stand.	
They want to make money.	

## Set Purposes

Ask children what they want to find out by reading the story. For example:

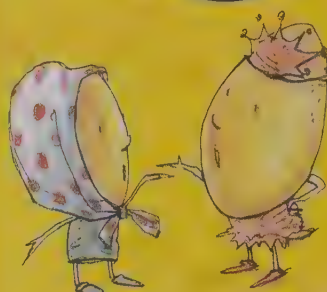
- Why is there lemonade for sale?
- Why do the children make a bar graph, and what does it tell them?

READ TOGETHER



## Meet the Author

When Stuart J. Murphy was in school, he didn't think math was fun. Now that he is grown up, Mr. Murphy is helping to change the way kids feel about math. He writes books that make math a lot of fun. Mr. Murphy gets ideas for his books by visiting children in schools and libraries all over the United States. He says, "I also get ideas from events that happened when my children were young, and from things that have happened in my life."



## Meet the Illustrator

Tricia Tusa is the author and illustrator of several children's books. She gets her ideas by watching the people around her. "I study people's faces down the aisles at the grocery store and the laundromat. I listen in on people talking at the hardware store." Her pet rabbit, Mrs. Stewart, also gives Ms. Tusa story ideas. "Mrs. Stewart thumps around the house, but will sometimes stop to chat," she says.



## Meeting Individual Needs • Grouping Suggestions for Strategic Reading

### EASY

**Read Together** Invite children to chime in as you read the story aloud, or suggest they use the **Listening Library Audiocassette**. As you read the story, use the prompts to model strategies.

### ON-LEVEL

**Guided Reading** Invite children to read the story first on their own. Monitor any difficulties they may have in order to determine which parts of the Guided Instruction to emphasize. After children have read the story, have them reread it or play the **Listening Library Audiocassette**. Refer them to the rereading suggestions on page 150.

### CHALLENGE

**Read Independently** Have children set purposes before they read the story. Remind them that understanding the concept of earning money can help them better understand what happens in the story (the plot). After they have read the selection, encourage them to retell the story in their own words.



# Guided Instruction

✓ **Phonics** /ü/oo, ue, ew

**Strategic Reading** In a story, it is important to understand not only what happens—the effect—but also why it happens—the cause.

Before we begin reading, let's prepare Cause-and-Effect charts so we can write down story notes.

CAUSE	EFFECT

- 1 Look at the picture. What can you tell about the setting of the story so far? (It probably takes place in the summer because the kids are sitting in a hammock drinking lemonade.) **Setting**

## Story Words

The words below may be unfamiliar. Have children check their meanings and pronunciations in the Glossary beginning on p. 382.

- graph, p. 135
- juggler, p. 148

## LANGUAGE SUPPORT

A blackline master of the Cause-and-Effect chart is available in the **Language Support Book**.

NAME \_\_\_\_\_ DATE \_\_\_\_\_

What If We Sell Lemonade?

Cause	Effect

© Lemonade for Sale, original by Stuart Murphy, 1995. All rights reserved.

LANGUAGE SUPPORT, 50



## Guided Instruction

2 What kind of house do you think the children are playing in? (a clubhouse) Is this a real-life setting or make-believe? Why? (real-life, because the children are doing ordinary things like talking and swatting flies)

*Setting*



2

The members of the Elm Street Kids' Club were feeling glum.



## Guided Instruction

**3** Meg says the clubhouse is falling apart and the piggybank is empty. What do you think the children are going to do? (something to make enough money to fix up their clubhouse) *Make Predictions*

**COMPOUND WORDS** What two words make up the word *clubhouse*? (*club* and *house*) What does the word *clubhouse* mean? (a house where a group or club meets)



“Our clubhouse is falling down, and our piggybank is **empty**” Meg said.

**3**

133

## Minilesson

### REVIEW/MAINTAIN

### Context Clues

Explain that when you come across a word you don't know, often the words nearby, as well as the illustrations, can give clues to the word's meaning. Find the word *glum* on page 132. Ask:

- If your clubhouse were falling down and you had no money to fix it, how might you feel? (*sad; unhappy*)
- How do the characters' expressions help you confirm this?

**Activity** Have children write a sentence of their own using the word *glum*.



## PREVENTION/INTERVENTION

**COMPOUND WORDS** Write the word *clubhouse* on the board. Explain that when a word is made of two smaller words, it is called a compound word. Invite a volunteer to underline the two smaller words in *clubhouse*. Discuss the meaning of each word. Then ask again, *What do you think the word clubhouse means?* (*a house where a club meets*)

Have children find another compound word on page 133. Repeat the steps above for the word *piggybank*. Summarize by asking, *How can knowing the meaning of the smaller words in a compound word help you understand the meaning of the compound word?*



# Guided Instruction

4 Now that the children have decided to sell lemonade, what do you think they'll do first? (build a lemonade stand) Next? (make lemonade and sell it) *Make Predictions*

## TEACHING TIP

**INSTRUCTIONAL** Help children predict what will happen next by asking the following questions:

- Where will they sell the lemonade?
- What will they need to make the lemonade?



4

"I know how we can make some money," said Matthew. "Let's sell lemonade."

5

Danny said, "I bet if we can sell about 30 or 40 cups each day for a week, we'll make enough money to fix our clubhouse. Let's keep track of our sales."

134

## Activity

### Cross Curricular: Art

**SELL IT YOURSELF** Have children choose something to sell at a stand or a booth, such as cookies, books, or crafts. Invite children to design a sign advertising their wares. Remind children that their signs should:

- attract customers' attention.
- clearly show or state what is for sale.
- include the prices of items for sale.

► **Spatial/Interpersonal**





## Guided Instruction

- 5 What caused the club members to decide to sell lemonade? (They needed to raise money to fix their clubhouse.) Let's put this information into our Cause-and-Effect charts. *Cause and Effect*

CAUSE	EFFECT
The club needs money to fix the clubhouse.	The club decides to sell lemonade.



Sheri said, "I can make a bar graph. I'll list the number of cups up the side like this. I'll show the days of the week along the bottom like this."

135

### LANGUAGE SUPPORT

**ESL** Use the bar graph on page 135 to help children understand the expression *keep track of*. Explain that *keeping track of* something is keeping a record of it or being sure to remember it. Ask students what kinds of things you keep track of in class. (attendance, grades)

Ask them what other things people keep track of. (money in the bank, sports scores)

Guide children to understand that the Elm Street Kids Club will be *keeping track of* how much lemonade they are selling.



# Guided Instruction

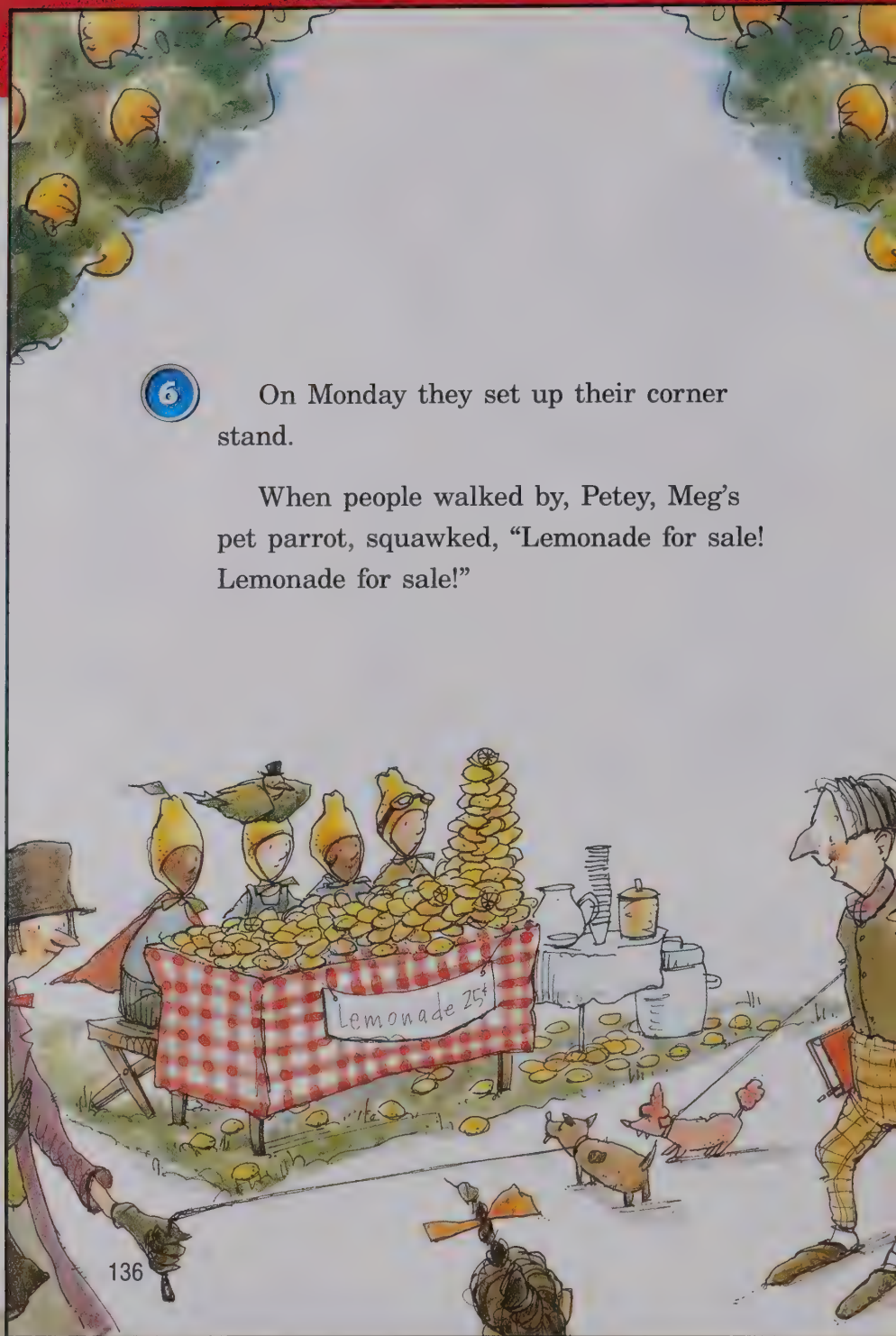
6 To understand the plot of a story, it helps to list all the events that have taken place so far. May I have a volunteer to help me list the events on the chalkboard? (The clubhouse is falling apart; the children need to make money; they decide to sell lemonade; they set up a lemonade stand.)

*Sequence of Events*

6

On Monday they set up their corner stand.

When people walked by, Petey, Meg's pet parrot, squawked, "Lemonade for sale! Lemonade for sale!"



136

## Activity

### Cross Curricular: Social Studies

**FAVORITE DRINKS** Point out that in America, lemonade is a favorite drink.

**RESEARCH AND INQUIRY** Have children choose another country and research a favorite beverage of that country. Encourage children to write a few sentences about their findings and share

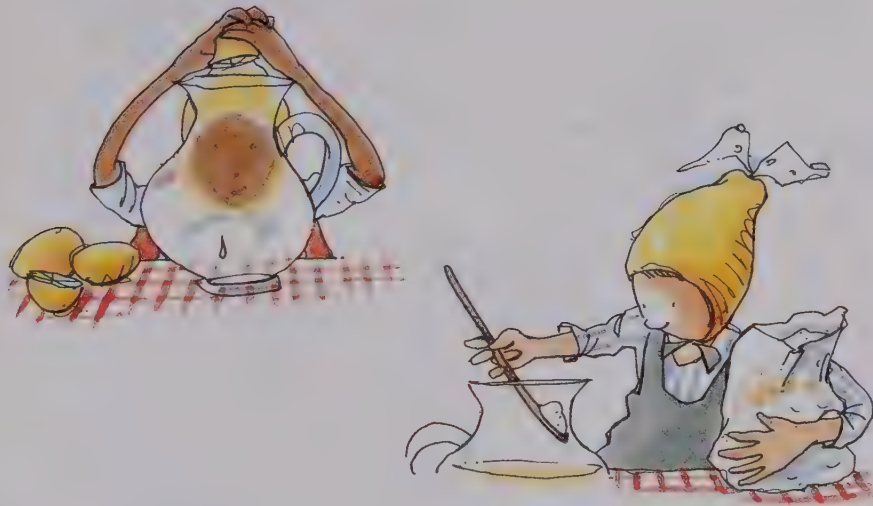
them with the class.

► **Interpersonal/Linguistic**

**interNET CONNECTION** Children can learn more about beverages in other countries by visiting [www.mhschool.com/reading](http://www.mhschool.com/reading).





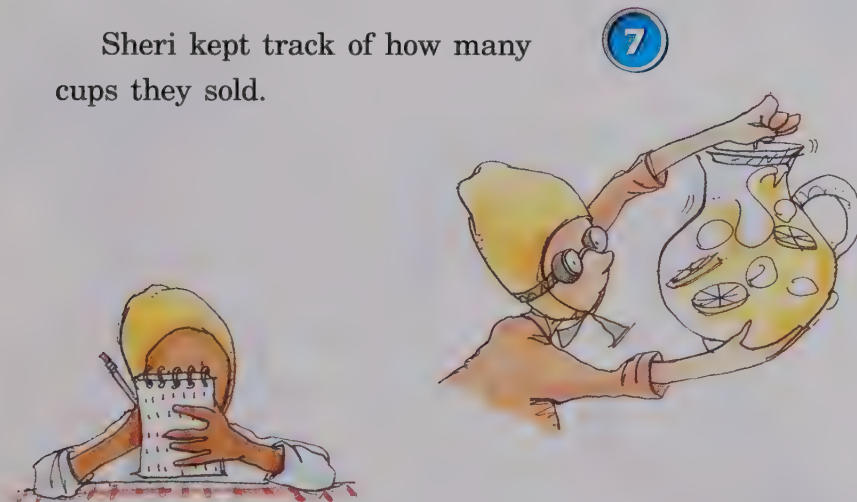


Matthew **squeezed** the lemons.

Meg mixed in some sugar.

Danny shook it up with ice and **poured** it into cups.

Sheri kept track of how many cups they sold.



137

## Guided Instruction

- 7 After reading pages 136–137, what can you conclude about what it takes to run a lemonade stand? (*It takes teamwork.*)

*Draw Conclusions*

- CONTEXT CLUES** Listen as I read aloud the last sentence on page 136. Can anyone tell me what *squawked* means?

## Minilesson

### REVIEW/MAINTAIN

### Make Inferences

Remind children that by making inferences about characters they will understand the story better.

- Have children reread page 137.
- Ask children what they can tell about the characters from their actions. (*They are all part of a team. Everyone helps out and works together.*)

**Activity** Have children look at the picture on page 136. Have them write about what the children might be feeling.



### PREVENTION/INTERVENTION

**CONTEXT CLUES** Have children find the word *squawked* on page 136. Remind children that words near a difficult or unknown word help determine the meaning of a new word. In this case, Petey the parrot squawked,

so we know that *squawked* is a word to describe a sound that a parrot or other bird makes.

Invite children to squawk like Petey the parrot.



# Guided Instruction

8 How much lemonade did the children sell on Monday? (30 cups) What did Sheri do after she added up the number of cups that were sold? (She added the information to the bar graph.) Let's add these events to our charts. *Cause and Effect*

CAUSE	EFFECT
The club needs money to fix the clubhouse.	The club decides to sell lemonade.
The kids sell 30 cups on Monday	Sheri adds the information to the bar graph.

## Visual Literacy

### VIEWING AND REPRESENTING

Discuss the story illustrations with the class.

- Ask children how the pictures make them feel about the characters and the story.
- Ask children how they think the illustrator feels about the characters and the story.

**MODEL** The illustrations make me feel that the children are happy and that they like one another. I think the characters are drawn like cartoons. I think the illustrator wanted to draw them looking silly and happy, to show how much they enjoy being with their friends.

Sheri **announced**, "We sold 30 cups today. I'll fill in the bar above Monday up to the 30 on the side."

"Not bad," said Danny.

"Not bad. Not bad," chattered Petey.





## Guided Instruction

- 9 How do you think the Elm Street Kids' Club lemonade stand is different from other lemonade stands? (The kids are wearing hats shaped like lemons. They have a parrot that says "Lemonade for sale!") *Make Inferences*



On Tuesday Petey squawked again, "Lemonade for sale! Lemonade for sale!" and more people came by.



Matthew squeezed more lemons.

Meg mixed in more sugar.

Danny shook it up with ice and poured it into more cups.

Sheri kept track of how many cups they sold.

## Minilesson


### REVIEW/MAINTAIN

### Words with Long *a, e, i, o*

Have children find the words *sale*, *sold*, *squeezed*, and *ice* on page 139. Write them on the chalkboard in a column.

- Write /ā/, /ē/, /ī/, /ō/ on the chalkboard.
- Have a volunteer match each word to the correct long vowel and circle the letters that spell the sound.
- Say each word with the children, emphasizing the long vowel sound.

**Activity** Write two sentences using two of the words with long vowel sounds.

 **CD-ROM** Have children use the interactive phonics activities on the CD-ROM for more reinforcement.



# Guided Instruction

**10** **Phonics** /ü/ue What day of the week is mentioned in the text on page 140? (Tuesday) What vowel sound do you hear in the beginning of the word *Tuesday*? (/ü/) How is it spelled? (ue)



**10**

**11**

**12**

Sheri shouted, "We sold 40 cups today. I'll fill in the bar above Tuesday up to the number 40. The bars show that our sales are going up."

140

## Activity

### Cross Curricular: Science

**LEMON TREES** Lemons come from lemon trees. What does a lemon tree look like? An apple tree?

**RESEARCH AND INQUIRY** Form small groups. Have each group choose a fruit tree and, with help from reference books, draw a diagram of their tree. Remind chil-

dren to label their diagrams. Have each group present their diagram to the class.  
► **Interpersonal/Linguistic**

Lemons grow on trees. They grow mostly in warm climates.



## Guided Instruction

**11** Using the information that you have about how many cups of lemonade the children sold on Monday and Tuesday, do you predict their sales will go up or down on Wednesday? (Their sales have gone up each day, so they will probably go up on Wednesday.) *Make Predictions*

**12** Sheri has been keeping track of the sales by filling in the bar graph. What does this tell us about Sheri? (She likes doing math. She is responsible because she is keeping track of the club's sales.) *Character*

"Things are looking good," said Meg.

"Looking good. Looking good," chattered Petey.



# Guided Instruction

**13** Petey the Parrot has been squawking about lemonade for sale. Do you think that this has helped the children's lemonade sales? (Yes, people probably come to see what all the noise is about and then stop to buy lemonade.) *Make Inferences*

## SELF-MONITORING

**ASK QUESTIONS** Ask yourself questions to help remember what's happened so far.

- Why did the children need money?
- What idea did they have to make money?

Think back through the story to the beginning. Use what you know about the characters to help you remember what happened.

On Wednesday Petey squawked, "Lemonade for sale!" so many times that most of the neighborhood stopped by.

**13**



## Activity

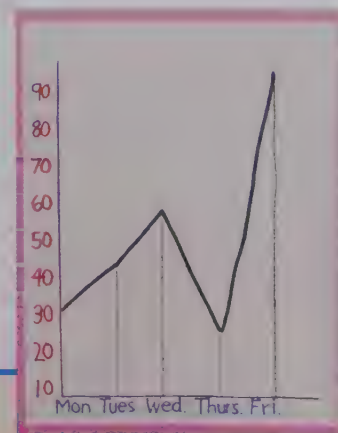
### Cross Curricular: Math

**GRAPHS** Discuss with children how graphs illustrate numbers, that graphs can be visual representations of math events, and that graphs can take different forms.

**Activity** On the chalkboard, draw the blank graph from the selection. Then

show the children how to plot the lemonade sales by drawing a line from day to day to illustrate the growing sales, instead of shading in the bars. Help children to copy the graph on paper and to plot the lemonade sales for the rest of the week.

► **Kinesthetic/Spatial**





## Guided Instruction

- 14** What can you tell about the children from their actions on page 143? (They are all hard-working and they seem happy because none of them is complaining.)

*Character*



Matthew squeezed even more lemons.

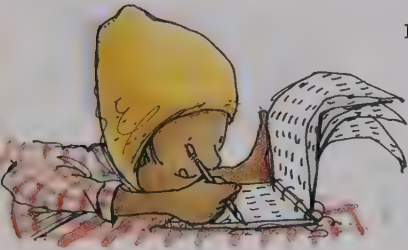
Meg mixed in even more sugar.



Danny shook it up with ice and poured it into even more cups.

Sheri kept track of how many cups they sold.

**14**





# Guided Instruction

**15** Look at page 144 for the number of cups sold on Wednesday. (56) Did the children's sales go up on Wednesday? (yes)

*Make Predictions*

**CONCEPTS OF PRINT** How do you know when a character is talking in a story? (There are quotation marks before and after the words she or he is saying.)



**15** Sheri yelled, "We sold 56 cups today. I'll fill in Wednesday's bar up to a little more than halfway between 50 and 60."

"That's great," shouted Matthew.

"That's great! That's great!" bragged Petey.



144

## Fluency

### READ ALOUD



Encourage partners to take turns reading the story aloud to each other. Ask children to focus on punctuation and expression of emotion as they read.

Remind them:

- to pause after commas.
- to add emphasis to sentences that end in exclamation marks.
- to vary their intonation as they read.



## PREVENTION/INTERVENTION

**CONCEPTS OF PRINT** Ask the children to look at page 144. Have them point out all of the sentences containing dialogue.

- Write on the chalkboard the sentence, "That's great," shouted Matthew.
- Explain that the marks around "That's great," are quotation marks.

These are the marks that tell a reader that a character is talking.

- The word *shouted* describes the way Matthew spoke. Ask children to think of other words that can describe dialogue. (*yelled, screamed, laughed, cried*)



# Guided Instruction

**Phonics** /ü/oo Let's read the third paragraph together. Which word has the /ü/ sound? (*spoonfuls*) What letters spell the /ü/ sound? (*oo*)

**16** Look at the illustration on page 145. What do you think is happening? (*No one is buying lemonade.*) How do you think the children are feeling? (*sad*) Now let's compare this illustration with the illustration on page 141. Are the children's expressions the same or different? (*Different; on page 141 the children are excited and happy. On page 145 the children are glum.*) *Compare and Contrast*

**17** Let's show by our expressions how the children felt when they were selling lots of lemonade. Let's act out how the children feel now that they are selling less lemonade. *Role-Play*



They opened again on Thursday, but something was **wrong**. No matter how many times Petey squawked, "Lemonade for sale!" hardly anyone stopped by.

**16**

Matthew squeezed just a few lemons.

**17**

Meg mixed in only a couple of spoonfuls of sugar.

Danny's ice **melted** while he waited.

Sheri kept track of the few cups that they sold.

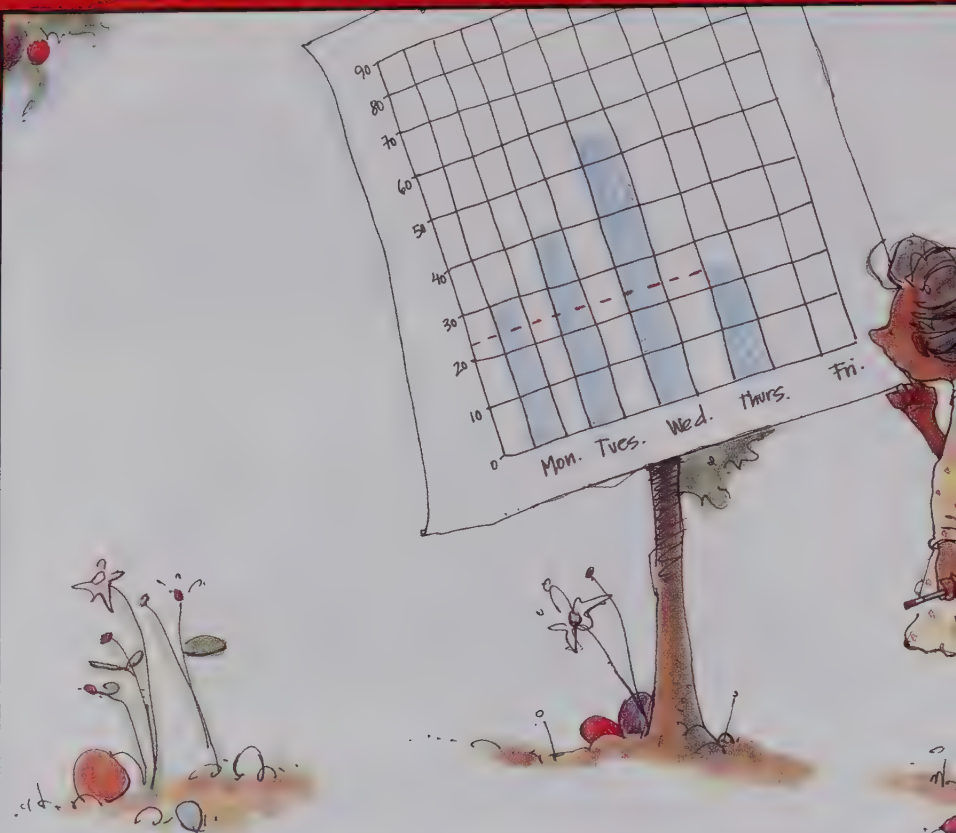




## Guided Instruction

- 18** How do the characters feel on page 146? *Make Inferences*

**MODEL** Sheri says that the bar for Thursday is lower than on other days. Danny thinks they will lose the clubhouse. The parrot, who usually has something to say, does not say anything. I think that everyone is feeling sad and disappointed.



Sheri said, "We sold only 24 cups today. Thursday's bar is way down low."

- 18** "There goes our clubhouse," said Danny sadly.

Petey didn't make a sound.

146



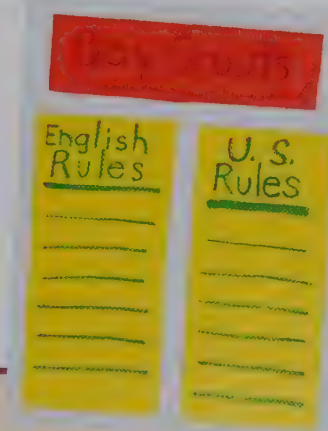
## CULTURAL PERSPECTIVES

**GLOBAL CLUBHOUSE** Discuss clubs such as the Girl Scouts and the Boy Scouts. Sometimes in different countries these organizations have different names.

**RESEARCH AND INQUIRY** Work in small groups to research countries in which Girl Scout and Boy Scout organiza-

tions exist. Make a chart to compare the rules of different scout branches.

► **Linguistic**





## Guided Instruction

**19** The children's lemonade stand was doing great until Thursday. What happened on Thursday? (*They did not sell much lemonade.*) Why were they losing money? (*Everyone went over to watch the juggling, so they lost their customers.*) Let's add this new information to our charts. *Cause and Effect*

CAUSE	EFFECT
The club needs money to fix the clubhouse.	The club decides to sell lemonade.
The kids sell 30 cups on Monday.	Sheri adds the information to the bar graph.
Everyone is watching a juggler.	The children sell less lemonade.

"I think I know what's going on," said Matthew. "Look!" He pointed down the street. "There's someone juggling on that corner, and everyone's going over there to watch."

"Let's check it out," said Meg.

**19**



147

### LANGUAGE SUPPORT

**ESL** Ask children to discuss the meaning of the phrase *Let's check it out* on page 147. Explain that when you don't understand a phrase, you can often find clues to its meaning in the words preceding it. Have children reread page 147. What does the text tell them?

- The children see a juggler down the street.
- Everyone is going over to watch.

*"Let's check it out," said Meg.* Ask children what they think the phrase means now. (*Let's go take a look.*)



# Guided Instruction

- 20 Sheri has an idea. What do you think Sheri's idea may be? (Maybe she'll ask Jed to juggle near the lemonade stand.)

*Make Predictions*

- 21 Do you think Jed meant to steal customers from the children's lemonade stand? (No, he might not even have known about the lemonade stand.) *Character*



Danny asked the juggler, "Who are you?"

20

"I'm Jed," said the juggler. "I just moved here."

21

Sheri had an idea.

She whispered something to Jed.



## Guided Instruction

On Friday, Sheri arrived with Jed.

"Jed's going to juggle right next to our stand," Sheri said.

22

22 On Friday, Jed juggled right next to the lemonade stand, and more people than ever bought lemonade. Why do you think that happened? (People could enjoy watching Jed juggle and buy lemonade at the same time. Jed was a good attraction for the lemonade stand.) *Draw Conclusions*



### Minilesson

#### REVIEW/MAINTAIN

#### Main Idea

Remind children that the main idea is the core of a story, that it tells what the story is about. Help children recall this story's main idea. Ask:

- Why did the children need money?
- What did they do to raise money?

**Activity** Using the outline of a lemonade stand, have children write the main idea in the center of the stand. Then have children give supporting details and list them in cup outlines on top of the lemonade stand.



Read the Literature

Guided Instruction

23 Why did the children sell so many cups on Friday? (People came to watch Jed juggle.) What effect did his juggling have? Let's add these events to our charts. Cause and Effect

CAUSE	EFFECT
The club needs money to fix the clubhouse.	The club decides to sell lemonade.
The kids sell 30 cups on Monday.	Sheri adds the information to the bar graph.
Everyone is watching a juggler.	The children sell less lemonade.
Jed juggles next to the lemonade stand.	The children make enough money to fix the clubhouse.

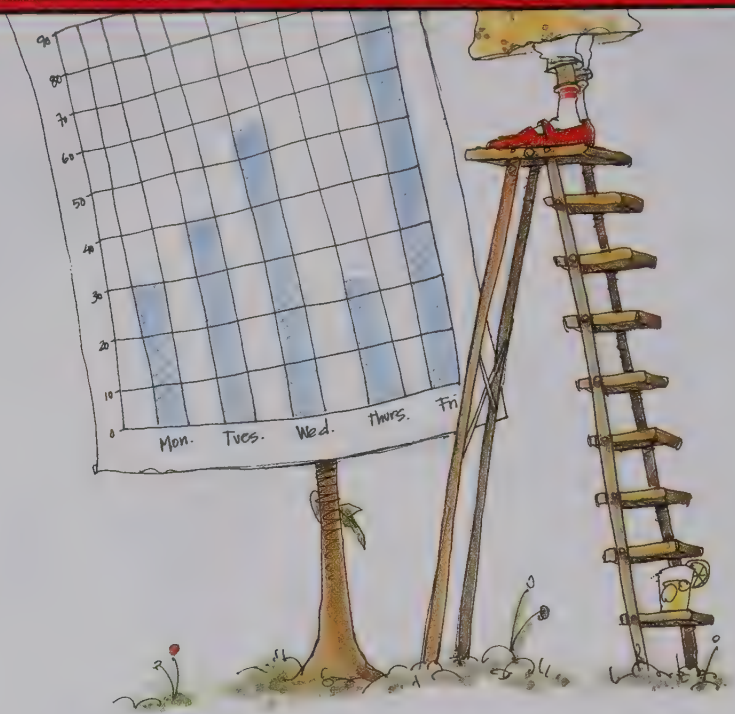
RETELL THE STORY Have volunteers retell the story in their own words.

STUDENT SELF-ASSESSMENT

- How did making a Cause-and-Effect chart help me understand what was important?
- How did updating the chart help me figure out the plot?

TRANSFERRING THE STRATEGY

- How can I use this strategy to help me read other stories?



Matthew squeezed loads of lemons.

Meg mixed in tons of sugar.

Danny shook it up with lots of ice and almost ran out of cups.

Sheri could hardly keep track of how many cups they sold.



REREADING FOR Fluency

ONE Children who need fluency practice can read along silently or aloud as they listen to the story on the Listening Library Audiocassette.

READING RATE You may want to evaluate children's reading rates. Have the child read aloud from Lemonade for Sale for one minute. When the minute is up, have the child place a self-stick note after the last word read.

Then count the number of words the child has read.

Alternatively, you could assess small groups or the whole class by having children count words and record their own scores.

A Running Record form provided in Diagnostic/Placement Evaluation will help you evaluate reading rate(s).



Reread children's predictions about the story. Discuss the predictions, noting which ones needed to be revised. Then ask children if the story answered the questions they had before they read it.

PREDICTIONS	WHAT HAPPENED
The children will have a lemonade stand.	The children made a lemonade stand.
They want to make money.	They made enough money to rebuild the clubhouse.



"You bet!" said Jed.

"You bet! You bet!" squawked Petey.

151

## LITERARY RESPONSE

**ORAL RESPONSE** Have children share their journal entries to discuss these questions:

- How did the children treat each other while they worked to reach their goal?
- How did you feel about the way they treated the new boy in town?
- What did you learn about teamwork from this story?

# INFORMAL ASSESSMENT

## HOW TO ASSESS

**Phonics** /ü/oo, ue, ew Write words on the chalkboard that have the /ü/ sound spelled oo, ue, and ew. Invite children to read words aloud and circle the letters that make the /ü/ sound.

## FOLLOW UP

**Phonics** /ü/oo, ue, ew Work with children who are having difficulty by modeling words with the /ü/ sound. Write the words on the board and read them slowly, emphasizing the letters that make the /ü/ sound.



Story Questions

Lemonade for Sale

Discuss the story questions on page 152, and have children record their answers.

Answers:

- 1. The children want to raise money to rebuild their clubhouse. *Literal*
- 2. By working next to Jed, the club attracted more customers and sold more lemonade. *Inferential/Problem Solving*
- 3. They wanted to know when they had earned enough to rebuild their clubhouse. *Inferential/Summarize*
- 4. Children work together to solve a problem. *Critical/ Summarize*
- 5. The characters work together to make lemonade, sell it, and chart their sales. *Critical/Reading Across Texts*

**Write a Letter** For a full writing process lesson on persuasive writing, see pages 155M–155N.

Meeting Individual Needs

EASY	ON-LEVEL	CHALLENGE
<p>Name _____ Date _____ Reteach 45</p> <p><b>Story Comprehension</b></p> <p>Read the list of things. Which of these did the children in "Lemonade for Sale" do to make lemonade? Write these sentences in the correct order.</p> <p>They mixed in sugar. They set up chairs for customers. They rented a store. They shook it up with ice. They kept track of the number of cups sold. They squeezed lemons.</p> <p>What the club members did</p> <p>1. <u>They squeezed lemons.</u> 2. <u>They mixed in sugar.</u> 3. <u>They shook it up with ice.</u> 4. <u>They kept track of the number of cups sold.</u></p>	<p>Name _____ Date _____ Practice 45</p> <p><b>Story Comprehension</b></p> <p>Think of the things that happen in "Lemonade for Sale." Number the sentences to show the order in which things happen in the story.</p> <p>1. <u>The children decide to sell lemonade.</u> 4. <u>On Thursday, hardly any people buy lemonade.</u> 2. <u>On Monday, the children set up the lemonade stand.</u> 6. <u>Children have enough money to fix the clubhouse.</u> 3. <u>On the first day, many people buy lemonade.</u> 5. <u>Jed juggles near the lemonade stand.</u></p>	<p>Name _____ Date _____ Extend 45</p> <p><b>Story Comprehension</b></p> <p>In the story, the members of the club sold lemonade to make money. What's another way for children to make money? Draw a picture. Then write a sentence about your picture.</p> <p>Children should draw a picture and write a sentence to describe the picture.</p>

Story Questions & Activities

READ TOGETHER

- 1 Why does the Elm Street Kids' Club want to raise money?
- 2 Sheri brought Jed the Juggler to the lemonade stand. How did this solve the problem the club had?
- 3 Why did the club members want to keep track of the money they made?
- 4 What is this story mostly about?
- 5 José and his family work together on Rio Ranch. How do the characters in "Lemonade for Sale" work together?

Write a Letter

Suppose that you wanted to have a school fair. How would you convince your teachers that this is a good idea? Write a letter to tell them your plans. What kind of fun things would be at your fair? How could each class member help?





## Make Lemonade

Make lemonade with your class. Pour 1 cup of lemon juice, 1 cup of sugar, and 6 cups of water into a pitcher. Stir and add ice cubes. If you wanted to make two pitchers of lemonade, how much of each ingredient would you need?



## A Lemonade Stand

Petey the Parrot tells people about the lemonade stand in "Lemonade for Sale." Suppose you had a lemonade stand. Make a poster that tells about your lemonade sale. Be sure to include prices.

## Find Out More

The characters in "Lemonade for Sale" use a recipe to make lemonade. Find a recipe for a food you like. Draw a picture of this food and paste it to your recipe. Share your recipe with the class.

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## Story Activities

### Make Lemonade

**Materials:** 1 cup lemon juice, 1 cup sugar, 6 cups water, ice cubes, pitcher, spoon, measuring cup



Help children see that to make two pitchers of lemonade, they would need to double the recipe. Have children figure out the amounts, then make enough lemonade to share with another class.

### A Lemonade Stand

**Materials:** poster board, felt-tipped markers



Display and discuss posters used to sell different products. For their own poster telling how great their lemonade is, remind children to use language and art that will persuade people to buy their product.

### Find Out More

**RESEARCH AND INQUIRY** Encourage



children to ask family members for recipes of special dishes they enjoy at home. Ask them to identify the country of origin of the food or drink. Ask them to share their recipes with the class.

**interNET CONNECTION** For more information or activities on this topic go to [www.mhschool.com/reading](http://www.mhschool.com/reading).

## DAILY Phonics ROUTINES

DAY  
3

### Letter Substitution

Assign partners the phonemic elements cards for *oo*, *ue*, or *ew* and some letter cards. Have partners take turns changing a letter to build a new word with the /ü/ sound and their assigned letters.

Phonics CD-ROM

## FORMAL ASSESSMENT

After page 153, see the Selection Assessment.



# Study Skills

## GRAPHIC AIDS

### TESTED OBJECTIVES

Children will:

- learn to read a pictograph.
- learn to compare and contrast aspects of the graphed subject.

### PREPARE Display Teaching Chart 38.

Preview and discuss with children the graph entitled Dan's Fruit Stand Sales.

**TEACH** Tell children they are going to learn how to read a pictograph. Have them count the number of apples, pears, and bananas Dan has sold.

**PRACTICE** Have children answer questions 1–4. Review answers with the children.

**Answers:** 1. sales at Dan's fruit stand 2. 8 3. apples 4. 7

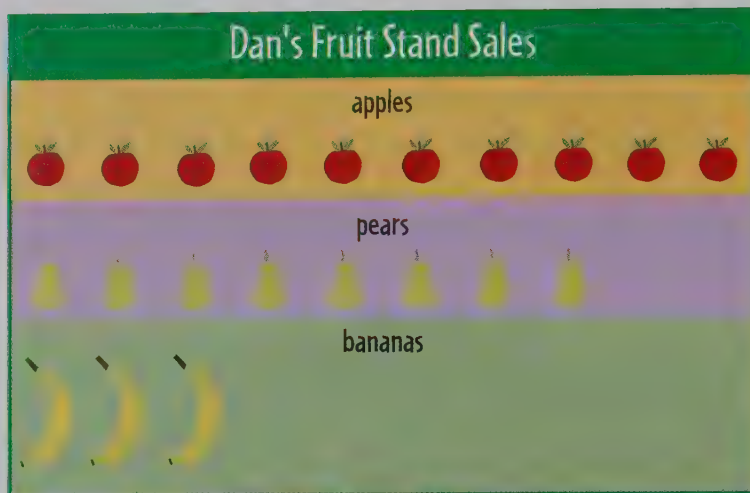
**ASSESS/CLOSE** Have children make their own pictographs with the title: My Stand Sales. They can choose items to sell and the number of each sold. Have them put the information in a pictograph.

## Meeting Individual Needs

# STUDY SKILLS

READ TOGETHER

## Read a Graph



Use the graph to answer the questions.

- 1 What does the graph show?
- 2 How many pears were sold at Dan's fruit stand?
- 3 Which fruit did Dan sell the most of?
- 4 How many more apples than bananas were sold?

### EASY

### ON-LEVEL

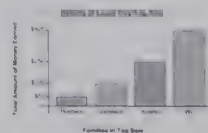
### CHALLENGE

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach 46

#### Read a Graph

A bar graph compares numbers.

The bar graph below shows how much money each family on the block made during a tag sale.



Use the bar graph above to answer these questions.

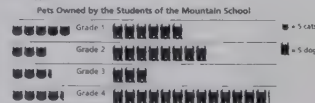
1. Which family made the most money at the tag sale? W
2. Which family made the least amount of money at the tag sale?  
Harrison
3. Which family sold \$250 worth of items? Kasha
4. How much money did the Jameson family make? \$120
5. Pretend another family had joined the tag sale and sold \$500 worth of items: Would their bar be bigger or smaller than the ones shown here? bigger

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice 46

#### Read a Graph

A pictograph represents numbers with pictures. Usually the pictures are symbols for the numbers as well as the things being counted.

The pictograph below represents the number of pets that students in various classes had in their homes. Notice that each symbol or picture of a pet stands for 5 pets of that type.



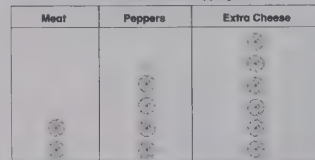
Use the pictograph to answer the questions.

1. Which class had the most dogs for pets? Grade 4
2. Which class had the smallest number of cats? Grade 2
3. Which class had more cats than dogs? Grade 3
4. There are some symbols that show only part of a cat or dog. Does this mean the students had only part of a pet? no
5. What does the partial pet symbol mean? the symbol stands for less than 5 pets

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend 46

#### Read a Graph

##### Our Favorite Pizza Toppings



Read each statement. Use the graph to decide if each one is true or false. If it is true, write **True**. If it is false, write **False** and explain why.

1. The most popular topping is meat.  
False. The most popular topping is extra cheese.
2. The least popular topping is peppers.  
False. The least popular topping is meat.
3. Two more people like extra cheese than peppers.  
True

Write a statement about the graph. Have a friend tell if it is true or false.

Answers will vary.



# TEST POWER

Reading carefully  
makes it easier to  
answer the  
questions.



## DIRECTIONS:

Read the story. Then read each question about the story.

## SAMPLE

### The Library

Our town has a library. It has many books. My friend Frank goes there. He likes books a lot. He takes three or four books home to read. They have stories about far-away places and people.

He pretends to be the characters in the books. Some days, he is a farmer. Some days, he is a doctor. Some days, he is a teacher. Yesterday, Frank was a painter. He painted big, colorful bugs on his paper.

Frank takes his books back to the library when he is

done. Then he gets new ones. It's a good thing that the library has so many books.

- 1 In this story, what does Frank pretend to be?
  - ☒ The characters in his books
  - ☐ A giant who lives in the clouds
  - ☐ A librarian
- 2 How does Frank feel about the library?
  - ☒ He likes it.
  - ☐ He doesn't like it.
  - ☐ It scares him.

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## Test Power

THE  
PRINCETON  
REVIEW

### Read the Page

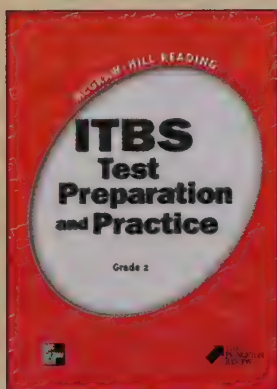
Explain to children that you will be reading this story as a group. You will read the story, and they will follow along in their books.

Request that children put pens, pencils, and markers away, since they will not be writing in their books.

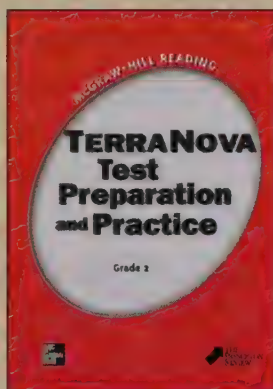
### Discuss the Questions

**QUESTION 1:** Instruct the children to look back to the story and find the discussion of "pretending." The answer can be found in the sixth sentence, which states that Frank pretends to be characters in his books.

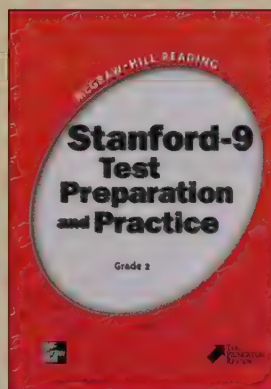
**QUESTION 2:** Remind children to look for words that describe feelings. The third sentence states that Frank likes books. The most reasonable inference is that he likes the library.



ITBS/TEST PREPARATION



TERRANOVA/TEST PREPARATION



SAT 9/TEST PREPARATION

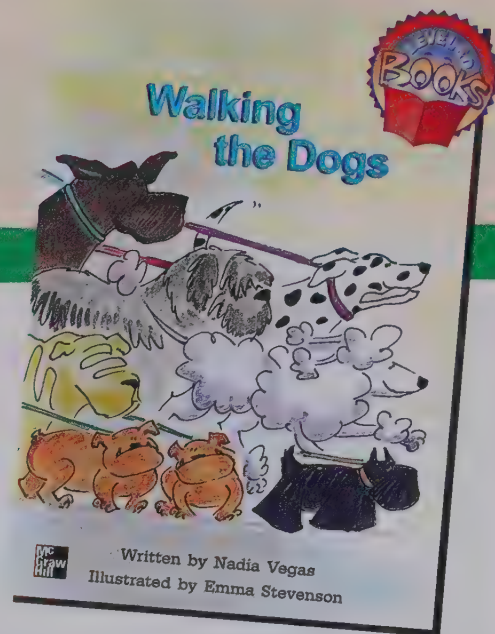


# Leveled Books

## EASY

### Walking the Dogs

- ☒ **Phonics** Variant Vowel /ü/  
oo, ue, ew
- ☒ **Instructional Vocabulary:**  
*announced, empty, melted,*  
*poured, squeezed, wrong*



## Guided Reading

**PREVIEW AND PREDICT** Discuss each illustration up to page 9. As you take the **picture walk**, have children predict what the story is about. Chart their ideas.

**SET PURPOSES** Have children write one sentence describing why they want to read *Walking the Dogs*.

**READ THE BOOK** Use questions like the following to guide children's reading or to ask after they have read the story independently:

**Page 3:** Find the word on this page that makes the /ü/ sound. (*chewed*) What other words on this page have the /ü/ sound? (*too, Stew*) **Phonics and Decoding**

**Pages 4–5:** What is the problem Stew, June, and Sam are having in the story? (*They want to make money.*) How do they solve their problem? (*dog walking*) **Problem and Solution**

**Page 5:** Read the sentence in which the word *announced* appears. What did Sam do when he *announced*? **Vocabulary**

**Page 10:** Find the word *melt*. Would Stew feel as if he would *melt* if it was a very cold day? **Vocabulary**

**Pages 14–15:** What happened when Stew tried to walk all the dogs at once? (*They all wanted to go different ways.*) How did he handle it? (*He found an open fire hydrant for them to play in.*) **Problem and Solution**

**RETURN TO PREDICTIONS AND PURPOSES** Discuss children's predictions. Ask which were close to the story and why. Have children review their purposes for reading.

### LITERARY RESPONSE

- Do you think it was fair that Stew had to walk all the dogs?
- What would be another way for Stew to handle a large group of dogs?

Also see the story questions and activity in *Walking the Dogs*.

See the **Phonics** CD-ROM for practice with /ü/oo, ue, ew.

#### Answers to Story Questions

1. Twelve dogs.
2. Mr. Muldoon has two dogs.
3. He lives in the city. His house has a stoop and the dogs play in a park.
4. Three friends start a dog walking business.
5. Answers will vary.

#### Story Questions and Writing Activity

1. How many dogs do the three friends walk each day?
2. Why do Stew, Sam, and June ask Mr. Muldoon about dog walking?
3. Does Stew live in the city or the country? How do you know?
4. What is this story mostly about?
5. If Stew, Sam, and June had gotten together with the Elm Street Kids' Club, how would this story be different?

#### Finish the Chart

Look at the charts on pages 9 and 12. They show how many dogs each person walked on different days. Make a new chart to show how many dogs each person walked on the last day of the story. Does the number of dogs add up to 12? Explain.

from *Walking the Dogs*

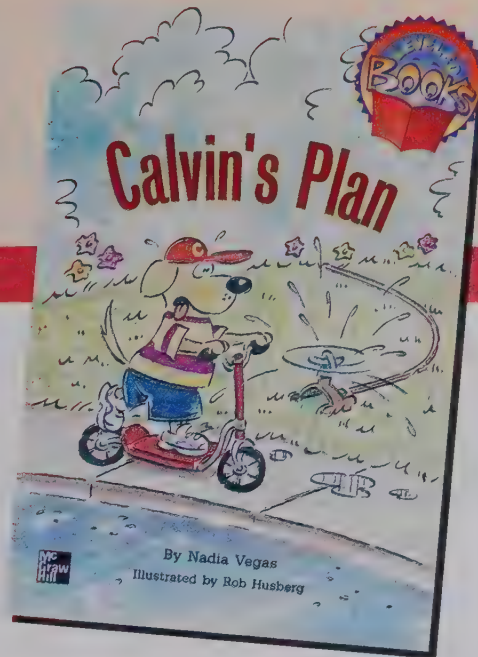


# Leveled Books

## INDEPENDENT

### Calvin's Plan

- ✓ **Phonics** Variant Vowel /ü/  
oo, ue, ew
- ✓ **Instructional Vocabulary:**  
announced, empty, melted,  
poured, squeezed, wrong



## Guided Reading

**PREVIEW AND PREDICT** Take a **picture walk** through the first chapter of the story. Have children make predictions about the content of the story. Chart their ideas.

**SET PURPOSES** Have children write why they want to read *Calvin's Plan*. For example: I want to learn what Calvin's plan is.

**READ THE BOOK** Use the following questions to guide children's reading or to ask after they have read the story independently:

**Page 2:** Look at the word *pool*. What sound do the letters *oo* make? (/ü/) What other words on this page have that sound? (Sue, Andrew, cool) **Phonics and Decoding**

**Page 3:** What problem do Calvin, Sue, and Andrew have? (not enough money to go to Pool Place) How do they solve their problem? (put on talent show to raise money) **Problem and Solution**

**Page 4:** Find the word *empty*. What was empty on Calvin's chart? Use the word *empty* in a sentence. **Vocabulary**

**Page 8:** What was the new problem Calvin had? (He wanted to sell more tickets than the others.) How did Calvin try to solve his problem? (He bought tickets with his own money.) **Problem and Solution**

**Page 16:** If people *squeezed* into Calvin's yard for the show, does that mean a lot of people came? **Vocabulary**

**RETURN TO PREDICTIONS AND PURPOSES** Discuss children's predictions. How was it the same/different from what you expected? Did you find out the things you wanted to know by reading the story?

**LITERARY RESPONSE:** Ask children to discuss questions like these:

- Why do you think the illustrator used dogs for the characters?
- What kind of tricks do you think Calvin might perform in the next show? Why?

Also see the story questions and activity in *Calvin's Plan*.

See the **Phonics** CD-ROM for practice with /ü/oo, ue, ew.



### Answers to Story Questions

1. Earn money to go to Pool Place amusement park.
2. He wants to make sure he sells the most tickets.
3. He feels sad that they lost everything and he thinks it's better to help them than to be the "winner" by selling the most tickets.
4. A group of kids give up their fun to help others.
5. Answers will vary.

### Story Questions and Writing Activity

1. What do Calvin and his friends want to do?
2. Why does Calvin use his own money to buy tickets?
3. Why does Calvin decide to give his own money to the people in South America?
4. What is this story mostly about?
5. If the kids in *Lemonade for Sale* met Calvin, what do you think they would talk about?

### Sports Tally

Look at the tally chart on page 4. Then make one of your own. Instead of the dogs' names, list the names of different sports. Ask your classmates to name their favorite sports. Mark each sport with a tally for each person who chooses it. When you have tallied the favorite sports of everyone in your class, make a list of the sports in order from most popular to least popular.

from *Calvin's Plan*





CHALLENGE

Answers to Story Questions

1. She suggests that the class have an ice cream sale.
2. So the class could figure out for themselves what they could make to sell.
3. They save time by doing a single task for a lot of cards at the same time, and there is not a huge mess from having all the materials out at once.
4. A class makes birthday cards to raise money for a field trip.
5. They are raising money for a good cause. They realize what the people want to buy. They go through a series of steps to make what they sell.

Story Questions and Writing Activity

1. What is Sue's idea for getting money for the trip?
2. Why did Ms. Andrews decide to make a list?
3. Why do you think the class made the cards in steps and not one at a time?
4. What is the main idea of the book?
5. Both Class 2-Much and the Elm Street Kids' Club were able to raise money. How are their plans alike?

A Good Plan

Turn to page 8. Copy the list of questions that Ms. Andrews wrote on the chalkboard. Think of a way that you and your class might make money. Then write an answer to each question on the list to help you plan your fundraiser.

from *Class 2-Much Makes Money*

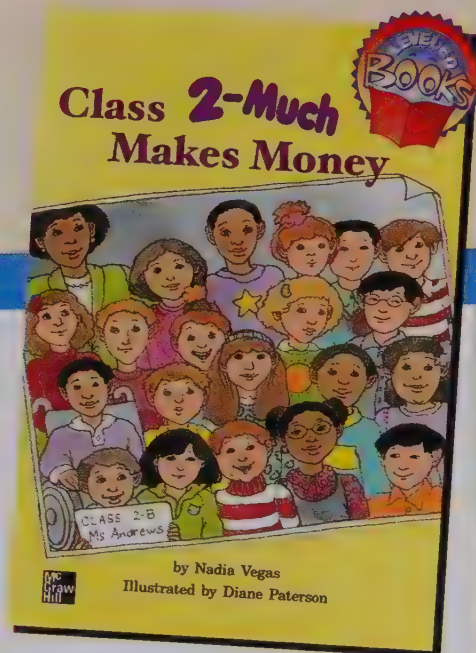
# Leveled Books

## CHALLENGE

### Class 2-Much Makes Money

☒ **Phonics** Variant Vowel /ü/ oo, ue, ew

☒ **Instructional Vocabulary:**  
*announced, empty, melted, poured, squeezed, wrong*



## Guided Reading

**PREVIEW AND PREDICT** Discuss each illustration up to page 6. As you take the **picture walk**, have children predict what the story is about. Chart children's ideas.

**SET PURPOSES** Have children write several sentences describing why they want to read *Class 2-Much Makes Money*. For example: I want to find out why the class is called "Class 2-Much."

**READ THE BOOK** Use questions like the following to guide children's reading or to ask after they have read the story independently:

**Page 2:** What is the name of the girl in the last sentence? What sound does the *ue* make? What other words have the /ü/ sound? How do you spell these words?

**Phonics and Decoding**

**Page 3:** What problem does Ms. Andrews's class have? (*not enough money for field trip to zoo*) How do they solve their problem? (*sell birthday cards*) **Problem and Solution**

**Page 5:** Find the word *melted* on the page. What melted? (*ice cream*) Try to make up a

sentence using the new vocabulary word *melted*. **Vocabulary**

**Page 11:** What kind of person is Sue? What clues does the story give you to help you know about her? **Analyze Character**

**RETURN TO PREDICTIONS AND PURPOSES** Discuss children's predictions. Ask which were close to the story and why. Have children review their purposes for reading. Did they find out what they wanted?

### LITERARY RESPONSE

- Do you think it helped the class to make a list of questions like the one on page 8? What questions would you ask before starting a project?
- Look around your classroom. Do you see anything that gives you an idea for a fundraiser?

Also see the story questions and activity in *Class 2-Much Makes Money*.

See the **Phonics** CD-ROM for practice with /ü/oo, ue, ew.



# Activities

## Anthology and Leveled Books

### Connecting Texts

#### ALL KINDS OF CHARTS

Write the story titles on a chart. Discuss with children the different kinds of charts and graphs the characters in each book made. Ask: How were the charts helpful to the characters in each story?

Use the chart to talk with children about the many ways recording information on charts and graphs can be helpful.

Lemonade for Sale	Walking the Dogs	Calvin's Plan	Class 2-Much Makes Money
<ul style="list-style-type: none"> <li>bar graph to record cups of lemonade sold each weekday</li> </ul>	<ul style="list-style-type: none"> <li>charts showing how many dogs each child walked on different days</li> </ul>	<ul style="list-style-type: none"> <li>charts tallying how many tickets each child sold</li> </ul>	<ul style="list-style-type: none"> <li>list of money-raising ideas</li> </ul>

### Viewing/Representing

**GROUP PRESENTATIONS** Divide the class into four groups, one for each of the four books read in the lesson. Have each group draw pictures that show the necessary steps for that book's fundraising activity. Have each group present its drawings, with the step-by-step descriptions, to the class.

#### AUDIENCE RESPONSE

Ask children to pay attention to each group's presentation. Allow time for questions after each presentation.

Lemonade stand  
Bake sale  
Talent show  
Dog walking

### Research and Inquiry

**MORE ABOUT RAISING MONEY** Have children brainstorm other ways to raise money. Then invite them to do the following:

- Write to local charitable organizations for information about fundraising events and how children can get involved in helping to raise money.
- Invite speakers from fund-raising organizations to tell the class about particularly successful events.
- Have children develop a plan to raise funds for a field trip or a special event.

**interNET CONNECTION** For more information and suggested fund-raising activities, children can log on to [www.mhschool.com/reading](http://www.mhschool.com/reading).



TESTED  
OBJECTIVES

Children will:

- identify /ü/oo, ue, and ew.
- blend and read oo, ue, and ew words.

## MATERIALS

- Teaching Chart 39

SPELLING/PHONICS  
CONNECTIONS

Words with oo, ue, and ew sounds; See 5-Day Spelling Plan, pages 155Q–155R.

ALTERNATE TEACHING  
STRATEGY

For a different approach to teaching this strategy, see page T64.

## TEACHING TIP

**INSTRUCTIONAL** You might want to point out that the words *due* and *dew* are pronounced the same. Explain to children that words that sound the same but are not spelled the same are called homophones.

## Review

## /ü/oo, ue, ew

## PREPARE

## Listen for /ü/

Read aloud the following sentences and have children raise their hands when they hear a word with the /ü/ sound.

- Danny mixed in a few spoonfuls of sugar.
- They sold lots of lemonade on Tuesday.
- The wind blew the cups off the table.

## TEACH



oo

ue

ew

spoonbluefewroomclueblewcooltruestew

Teaching Chart 39

BLENDING  
Model and Guide  
Practice with  
/ü/ Words

- Display **Teaching Chart 39**. Remind children that the letter pairs oo, ue, ew all make the /ü/sound. Ask a volunteer to fill in the blank spaces in column 1 to make words using the designated letters. (*spoon, room*)
- Have children blend the words with you.
- Have volunteers use the words in sentences to reinforce their meaning. For example: *Our room is going to be painted soon.*
- Have volunteers continue to fill in the blank spaces in columns 2 and 3. Call on children to blend these words and use them in sentences.

Use the Words  
in ContextRepeat the  
Procedure



## PRACTICE

### BLENDING Make a Chart of /ü/ Words



Make a chart on the chalkboard with the headings *oo*, *ue*, *ew*, as shown:

oo	ue	ew
----	----	----

Have children work in groups to brainstorm six or more words to place under the corresponding sound. Write down the words, and ask children to blend and read each word. ► **Linguistic/Interpersonal**

## ASSESS/CLOSE

### Read /ü/ Words

To assess children's mastery of blending and reading words with /ü/, observe them as they brainstorm words in the Practice activity. Ask each child to read three or four words aloud from the chart on the chalkboard.

## ADDITIONAL PHONICS RESOURCES

Phonics/Phonemic Awareness  
Practice Book, pages 47–50

McGraw-Hill School  
**TECHNOLOGY**

**Phonics** CD-ROM

activities for practice with  
Blending and Segmenting



## DAILY **Phonics** ROUTINES

**DAY**  
**4**

**Writing** Have pairs of children write a riddle using at least two words with the /ü/ sound. Have one partner read aloud the riddle to the class and the other partner read the answer.

## SELF-SELECTED Reading

Children may choose from the following titles.

### ANTHOLOGY

- *Lemonade for Sale*

### LEVELED BOOKS

- *Walking the Dogs*
- *Calvin's Plan*
- *Class 2- Much Makes Money*

Bibliography, pages T82–T83

## Meeting Individual Needs for Phonics

### EASY

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach **47**

/ü/ oo, ue, ew

Say these words. What sound do you hear in each word?

spoon glue drew

Name each picture. Then write the letters *ew*, *ue*, or *oo* to complete each word.

- m oo n
- j ew el
- bl ue
- n oo n
- sp oo n
- fl ew

### ON-LEVEL

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice **47**

/ü/ oo, ue, ew

Circle the word that completes the sentence. The answers have the same ending sound as in *zoo*, *chew*, and *glue*.

- Mom is cooking stew  
drew  
few
- The wind blew  
new  
drew
- The police looked for a glue  
clue  
Tuesday
- The cow said boo  
moo  
toot
- The bicycle is new  
threw  
few  
new

### CHALLENGE

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend **47**

/ü/ oo, ue, ew

Use a word from the box to answer each question below.

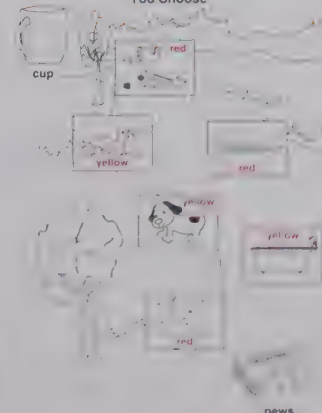
cool grew true flew spoon

- What do you use to eat soup? spoon
- If a bird moved through the air, what did it do? flew
- If something is not false, what is it? true
- You wear a hat when the weather is what? cool
- If someone got bigger, they did what? grew

### LANGUAGE SUPPORT

Name \_\_\_\_\_ Date \_\_\_\_\_

You Choose





TESTED  
OBJECTIVES

Children will:

- review /ü/ oo, ue, and ew.
- blend and read /ü/ words.

## MATERIALS:

- Teaching Chart 40

## TEACHING TIP

**INSTRUCTIONAL** Point out to children that some words such as *sew* do not make the sound /ü/ even though they are spelled with *ew*. Explain that the pronunciation of these words is irregular.

Review /ü/ oo, ue

## PREPARE

Listen for /ü/

Have children listen to the following groups of words and raise their hands when they hear the word or words that contain the /ü/ sound.

Examples: *mow, mud, moo; blue, run, glue; seen, bee*

## TEACH

**BLENDING**  
Model and Guide  
Practice with  
/ü/ Words

- Display **Teaching Chart 40**.
- Point to and read the word *room* in the first column.
- Ask children to name the letters that make the sound /ü/. (oo)
- In the second row, write *oo* in the blank space after *sp*. Run your hand under the letters and blend the sounds. Say the word *spoon*. Ask children to read the word and use it in a sentence.
- Continue by modeling the first word in the second column.



room

true

spoongluemoonbluebloomTuesday

Teaching Chart 40

**Use the Words  
in Context**

**Repeat the  
Procedure**

- Have children repeat the words with you.
- Have volunteers use the words *moon* and *room* in sentences to reinforce their meanings. Example: *The moon comes out at night.*
- Have children complete the remaining words on the chart.



## PRACTICE

### IDENTIFYING Identifying /ü/ Words



Have children work in groups to brainstorm a list of words for each of the oo, ue, and ew spellings of /ü/. Then have each group pick three words (one for each spelling) to act out for the class.

► **Kinesthetic/Interpersonal**

## ASSESS/CLOSE

### Write Sentences Using Words with the /ü/ Sound

To assess children's mastery of blending and reading words with the /ü/ sound, observe them as they form words and dramatize their meanings in the Practice activity. Ask each child to then use the two words they choose to write a sentence including both.

## ADDITIONAL PHONICS RESOURCES

Phonics/Phonemic Awareness  
Practice Book, pages 47–50

McGraw-Hill School  
**TECHNOLOGY**

**Phonics** CD-ROM

activities for practice with  
Blending and Segmenting



## DAILY **Phonics** ROUTINES

**DAY 5**

**Fluency** Write the following words on the chalkboard: *blew, knew, due, roof, boot*. Point to each word, asking children to blend the sounds silently. Ask a volunteer to read each word aloud.

**Phonics** CD-ROM

## ALTERNATE TEACHING STRATEGY

/ü/

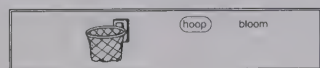
For a different approach to teaching this skill, see page T64.

## Meeting Individual Needs for Phonics

### EASY

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach **48**

/ü/ oo, ue



Circle the word that names each picture. Then write the word.

- food    room  
 moon    pool
- zoo    boot  
 glue    true
- school    mood  
 roof    broom

### ON-LEVEL

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice **48**

/ü/ oo, ue

Circle the word that completes the sentence. Then write the word on the line.

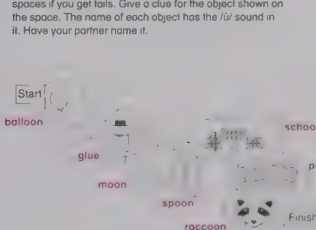
- He sat on a stool.  
(stool) food soon
- We have paper and glue for art class.  
true (glue) clue
- The sky was blue.  
blue zoom due
- I ate it with a spoon.  
due (spoon) boot
- The sun, the moon, and the stars are in the sky.  
lool pool moon
- Look for clues in the backyard!  
glue true clues
- I put my shoes on my feet.  
clues blues shoes
- That is false! It is not true.  
true you boot

### CHALLENGE

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend **48**

/ü/ oo, ue

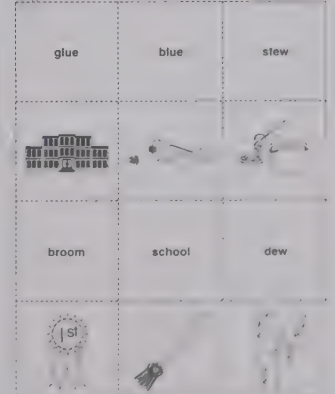
Take turns with a partner. Each look at your own page. Toss a coin. Move one space if you get heads. Move two spaces if you get tails. Give a clue for the object shown on the space. The name of each object has the /ü/ sound in it. Have your partner name it.



### LANGUAGE SUPPORT

Name \_\_\_\_\_ Date \_\_\_\_\_

Picture-Word Cards





TESTED  
OBJECTIVES

Children will identify problems and solutions.

## TEACHING TIP

**INSTRUCTIONAL** Suggest a problem and ask children to find a solution. For example, ask: How can I train my dog not to beg during meals? Responses might include: Put a gate at the eating area until the dog gets the idea; Say no loudly and put the dog out of the room until he understands.

# Introduce Problem and Solution

## PREPARE

## Introduce the Concept

Tell children a good way to solve problems is to brainstorm a list of possible solutions.

## TEACH

## Read "The Lemonade Stand" and Model the Skill

Display **Teaching Chart 41**. Read the chart aloud with children, and discuss.

## The Lemonade Stand

The Elm Street Kids' Club needed money to rebuild its clubhouse. Matthew had an idea to sell lemonade. Danny figured out how many cups of lemonade they needed to sell, and he wanted to keep track of their sales. Sheri volunteered to make a bar graph.

The children had to figure out how to make lemonade. Sheri wrote down her mother's recipe, and they followed the instructions. They did fine until Thursday, when no one bought their lemonade.

Down the street, Jed the Juggler was drawing the crowd. Sheri invited Jed over to juggle near the lemonade stand. The children's lemonade stand was busy again.

Teaching Chart 41

**MODEL** The Elm Street Kids' Club had to solve several problems. The first problem I see is that they need money. As I read the next sentence, I see one way to solve that problem.



## PRACTICE

### List Problems and Solutions



Have children circle the problems and underline the solutions on the **Teaching Chart**. Then have partners create a Problem/Solution chart.

#### ► Logical/Linguistic

PROBLEM	SOLUTION
need to rebuild the clubhouse	sell lemonade
making lemonade	get a recipe
getting customers	juggler performs nearby

## ASSESS/CLOSE

### Find New Solutions

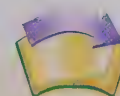
Have children work in small groups to find another solution to the Elm Street Children's problem of raising money. (Possible solutions include a dog-walking or errand-running service, a bake sale, babysitting.) Invite groups to discuss how they would implement their solutions. Ask them to share their plans with the class.



## ALTERNATE TEACHING STRATEGY

### PROBLEM AND SOLUTION

For a different approach to teaching this skill, see page T66.



### LOOKING AHEAD

Children will apply this skill as they read the next selection, *A Letter to Amy*.

## Meeting Individual Needs for Comprehension

### EASY

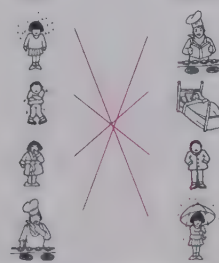
Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach 49

#### Problem and Solution

A difficulty or problem can be solved with an idea or solution.

The members of the club had problems. They found solutions to those problems. Each set of pictures shows a problem and a solution. Draw a line from the problem to the solution.

Problem Solution



### ON-LEVEL

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice 49

#### Problem and Solution

Think about the story "Lemonade for Sale." Put a P next to each sentence that tells about a problem. Put an S next to each sentence that tells about a solution.

1. P The clubhouse is falling down.
2. P The children do not have enough money for repairs.
3. S The children decide to earn money for repairs.
4. S The children plan to sell lemonade for the money they need.
5. S Each of the children does something to help the lemonade sales.
6. P People stop coming to the lemonade stand.
7. P Jed is drawing people away from the lemonade stand.
8. S The children have Jed join them.

### CHALLENGE

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend 49

#### Problem and Solution

Imagine that your friend's bicycle has a flat tire. Write a note to your friend. Tell one way your friend can get the tire fixed.



Dear \_\_\_\_\_,

Letters will vary, but should contain a reasonable solution to the problem of a flat tire.

Your friend,

### LANGUAGE SUPPORT

Name \_\_\_\_\_ Date \_\_\_\_\_

#### What a Problem!



Problems

Solutions



TESTED  
OBJECTIVES

Children will read words with prefixes.

## MATERIALS

- Teaching Chart 42
- index cards
- prefix cards from the Word Building Manipulative Cards

## TEACHING TIP

**INSTRUCTIONAL** Explain to children that prefixes are letters that, when used in front of a word, change the meaning of the word.

# Introduce Prefixes

## PREPARE

## Discuss Prefixes

Write the words *build*, *paint*, *tie*, and *pack*, on the chalkboard. Then write the letters *re-* in front of each word. Ask volunteers to say the words and tell how adding *re-* changes their meaning.

## TEACH

## Identify Root Words

Read aloud the sentence on **Teaching Chart 42**: *The kids will rebuild their clubhouse.* Point to the word *rebuild* and ask children if they recognize part of the word. (*build*) Ask them how the prefix has changed the word. (*The word now means to build again.*) Repeat for the other sentences. Then ask volunteers to draw a line under the root words.



The kids will rebuild their clubhouse.

I want to untie my shoes.

The boy must repaint all the fences.

I must unpack my suitcase.

Teaching Chart 42

**MODEL** I can use what I know about prefixes to help me understand new words. I can see that the first two letters of this new word are *re*. I know that sometimes when these two letters appear at the beginning of a word, it means that someone has to do something again. I know what the word *build* means. *Rebuild* must mean build again.



# PRACTICE

## Add re- and un-



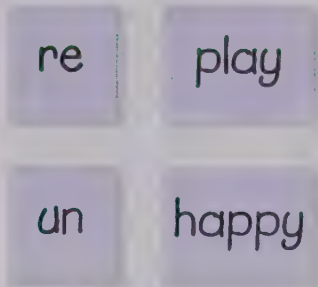
Distribute index cards to children. Write the words *play*, *happy*, *do*, and *think* on the chalkboard. Have children read each word aloud and then write it on a card. Put the prefixes *re-* and *un-* on the chalkboard. Ask children to read each prefix aloud and write it on a card. (Children can also use the prefix cards available in the **Word Building Manipulative Cards**.) With partners, have children place prefix cards in front of word cards to see how many new words they can make.

► **Linguistics/Interpersonal**

# ASSESS/CLOSE

## Show Change In Meaning

Invite children to use their word cards from the previous activity. Say one of their words aloud, and then ask a volunteer to use the word in a sentence. Then ask another volunteer to add a prefix and explain how the word has changed. For example: *The girl is happy. The girl is unhappy.* Repeat the procedure with all the words on the word cards.



## ALTERNATE TEACHING STRATEGY

### PREFIXES

For a different approach to teaching this skill, see page T67.

## Meeting Individual Needs for Vocabulary

EASY	ON-LEVEL	CHALLENGE	LANGUAGE SUPPORT
<p>Name _____ Date _____ Reteach <b>50</b></p> <p><b>Prefixes</b></p> <p>You can add the prefix <i>re-</i> to the beginning of some words. This prefix means "again."</p> <p><i>re</i> + <i>fill</i> = <i>refill</i>      Ben <i>refills</i> his glass.  <i>Refill</i> means to "fill again."</p> <p>Read each sentence. Then write the meaning of the word in dark print on the line.</p> <ol style="list-style-type: none"> <li>1. Danny will <i>repack</i> the bag.  <i>Repack</i> means to _____ <i>pack again</i>.</li> <li>2. The store will <i>reopen</i> on Tuesday.  <i>Reopen</i> means to _____ <i>open again</i>.</li> <li>3. Meg <i>rechecks</i> the number of cups.  <i>Rechecks</i> means to _____ <i>check again</i>.</li> <li>4. Danny must <i>rewrite</i> his book report.  <i>Rewrite</i> means to _____ <i>write again</i>.</li> <li>5. The children will <i>rebuild</i> the clubhouse.  <i>Rebuild</i> means to _____ <i>build again</i>.</li> <li>6. Everyone will <i>rejoin</i> the new club.  <i>Rejoin</i> means to _____ <i>join again</i>.</li> </ol> <p><small>© 2008 by Linda Ward Beech, Scholastic Teaching Resources</small></p>	<p>Name _____ Date _____ Practice <b>50</b></p> <p><b>Prefixes</b></p> <p>A prefix is a word part that can be added to the beginning of some words. The prefix <i>re-</i> means "again."</p> <p><i>re</i> + <i>open</i> = <i>reopen</i>  <i>Reopen</i> means to open again</p> <p>Underline the word with the prefix <i>re-</i> and circle the prefix. Then write the meaning of the word on the blank line.</p> <ol style="list-style-type: none"> <li>1. This lemonade isn't sweet enough, so I will <u>@</u>mix a new batch with more sugar.  <i>mix again</i></li> <li>2. After the pool is cleaned, it will be @filled with clean water.  <i>filled again</i></li> <li>3. When her car stopped running, Ms. Lopez tried to @start it.  <i>start again</i></li> <li>4. After Tom wrote his book report, he @read it.  <i>read again</i></li> <li>5. Before she mailed the birthday card, Meg @checked the address.  <i>checked again</i></li> <li>6. When dinner was over, I @moved all the plates from the table.  <i>moved again</i></li> </ol> <p><small>© 2008 by Linda Ward Beech, Scholastic Teaching Resources</small></p>	<p>Name _____ Date _____ Extend <b>50</b></p> <p><b>Prefixes</b></p> <p>Cut on the dotted lines. Fold. Make a cube.</p> <div style="text-align: center;"> <p>read</p> <p>paint</p> <p>do    build    fill</p> <p>heat</p> </div> <p>Write <i>re-</i>. Toss the cube. Make a new word. Write a list of the words you make on another piece of paper. Write a sentence for each new word.</p> <p><small>© 2008 by Linda Ward Beech, Scholastic Teaching Resources</small></p>	<p>Name _____ Date _____</p> <p><b>Again!</b></p> <p>write</p> <p>build</p> <p>enter</p> <p><i>re</i> + <i>write</i> = <i>rewrite</i>  <i>re</i> + <i>build</i> = <i>rebuild</i>  <i>re</i> + <i>enter</i> = <i>reenter</i></p> <p><small>© 2008 by Linda Ward Beech, Scholastic Teaching Resources</small></p>

Reteach, 50

Practice, 50

Extend, 50

Language Support, 54





### GRAMMAR/SPELLING CONNECTIONS

See the 5-Day Grammar and Usage Plan on prefixes, page 1550–155P.  
See the 5-Day Spelling Plan on words with /ü/, pages 155Q–155R.

### TECHNOLOGY TIP



A spell-checker does not check punctuation or incomplete sentences. Always be sure to reread your letters, checking for common mistakes.

# Persuasive Writing

## Prewrite

**WRITE A LETTER** Present this writing assignment: Suppose you wanted to have a school fair. How would you convince your teachers this is a good idea? Write a letter to tell them about your plans. What kinds of fun activities do you plan for your fair? How do you need to prepare? How could each class member help?

**BRAINSTORM IDEAS** Have children brainstorm ideas for a school fair. They will need to address questions of props, supplies, and the role of each child in a successful fair.

**Strategy: Use a Chart** Have the children organize their ideas by using a chart. Suggest that they make three separate columns in their chart for each question they need to answer. For example:

Events at the fair	Things to do to make it happen	How children will help

**ELABORATE** Children should choose the strongest ideas on their prewriting charts for their letters. Develop them with descriptions and persuasive language.

## Draft

**USE THE CHART** Children should include in their letters the strongest ideas on their prewriting charts and develop them with descriptions. Include heading with the writer's address, the date, a greeting, and a closing signature.

## Revise

**TIME OUT** Have children take a break after finishing their first draft. Later they can return to their letter with fresh eyes. Ask them to think about what words would make their views stronger and more convincing.

## Edit/Proofread



**TRADE LETTERS** Have partners trade letters and check for errors in punctuation and spelling. Use proofreading marks to show where errors occur.

## Publish

**SHARE THE LETTERS** Have children "mail" their letters to each other. Encourage recipients to tell the writers what was most convincing about their letters.

Elm Street 2nd Graders  
Elm Street School  
February 20, 20\_\_\_\_  
Dear Miss Rose and Mr. Grayson,  
The Elm Street 2nd Graders would like to have a fair in the school gym. We want to sell all kinds of things at our fair, like homemade crafts and foods, and play many fun games.  
We can all help to run the fair. We will ask our parents, families, and siblings to help by donating crafts, food, and time. By working together we will be able to make the fair a big success.  
Please let us know what you think. Thank you.  
Sincerely,  
The Elm Street 2nd Graders



## Presentation Ideas

**MAKE A DRAWING** Have children draw posters advertising their school fair. Display letters and posters around the classroom.  
**► Viewing/Representing**

**MAKE A PRESENTATION** Have children present their letters in turn at a mock school board meeting. Encourage the audience to ask questions of the speaker.

**► Speaking/Listening**

## COMMUNICATION TIPS

**REPRESENTING** Before they start to draw, have children close their eyes and visualize how their fair will look.

**SPEAKING** Children should speak slowly and clearly in a voice that can be heard from the back of the room. Encourage them to look at the audience as they speak.

Consider students' creative efforts, possibly adding a plus (+) for originality, wit and imagination.

## Scoring Rubric

### Excellent

- 4:** The writer
- clearly presents a well organized proposal.
  - provides convincing information and reasoning.
  - presents potential concerns and answers them appropriately.

### Good

- 3:** The writer
- states one or more reasons in support of the main idea.
  - adequately organizes supporting details.
  - addresses some potential concerns.

### Fair

- 2:** The writer
- describes a proposal, but persuasive reasons are not developed.
  - presents few supporting details.
  - presents no potential concerns or presents them with unsatisfactory answers.

### Unsatisfactory

- 1:** The writer
- has not clearly described a proposal.
  - provides vague or irrelevant details.
  - uses little or no persuasive language.

**0:** The writer leaves the page blank or fails to respond to the writing task. The student does not address the topic or simply paraphrases the prompt. The response is illegible or incoherent.

## LANGUAGE SUPPORT

**ESL** Point out to children that sometimes letters are written differently in other cultures and languages. Invite children to work with English-fluent partners to compare features of letters, such as the wording and placement of the date, address, greeting, and closing.



Invite children to include their letters or another writing project in their portfolios.

## Meeting Individual Needs for Writing

### EASY

**Illustration** Have children draw a detailed picture of a booth they'd like to have at the school fair. Have them write a sentence or two describing their booth.

### ON-LEVEL

**Arts and Letters** Have children write a paragraph describing their specific function or job at the school fair. Children can make a drawing of themselves performing the job to accompany the paragraph.

### CHALLENGE

**Working It Out** Have children write about how they would gather community support for their school fair. Suggest they make a chart listing supplies they need; for example: tables, chairs, flyers to distribute, free advertising space in local newspapers.



# 5 Day Grammar and Usage Plan .....

## LANGUAGE SUPPORT

**ESL** Using pages from a magazine or picture book, ask children to name things they see. List the nouns as they say them. Then ask volunteers to categorize each one as *a person, a place, or a thing*.

## DAILY LANGUAGE ACTIVITIES

Write the Daily Language Activities on the chalkboard each day or use **Transparency 6**. For each sentence, have children orally add an appropriate noun. Sample answers are given.

### Day 1

1. The \_\_\_\_ sold lemonade. *boy*
2. The \_\_\_\_ put in the sugar. *girl*
3. A \_\_\_\_ stopped by. *neighbor*

### Day 2

1. Meg's pet was a \_\_\_\_ *parrot*
2. Many \_\_\_\_ walked by the stand. *people*
3. They had \_\_\_\_ *lemonade*

### Day 3

1. Matthew squeezed more \_\_\_\_ *lemons*
2. Danny poured it into \_\_\_\_ *cups*
3. The \_\_\_\_ began to melt. *ice*

### Day 4

1. Jed juggled balls and \_\_\_\_ *shoes*
2. The children sold many cups of \_\_\_\_ *lemonade*
3. They made a lot of \_\_\_\_ *money*

### Day 5

1. The children fixed the \_\_\_\_ *house*
2. The house had a \_\_\_\_ *door*
3. Jed joined the \_\_\_\_ *club*

Daily Language Transparency 6

## DAY 1

### Introduce the Concept

**Oral Warm-Up** Read the following sentence aloud: The teacher read aloud. Ask children which word in the sentence names a person. (*teacher*)

**Introduce Nouns** Tell children that the word *teacher* is a *noun*. Present:

#### Nouns

- A **noun** is a word that names a person, place, or thing.

Present the Daily Language Activity and have children correct the sentences orally. Then have children write sentences using the nouns *sister, runner, and friend*.



Assign the daily Writing Prompt on page 126C.

Name \_\_\_\_\_ Date \_\_\_\_\_ LEARN GRAMMAR 33

### Nouns

• A noun is a word that names a person, place, or thing.  
The underlined words are nouns.  
My toys are on the floor.  
My animals are on the bed.  
There is no room for me!

Read the sentences. Underline the nouns.

1. Two boys want to have a party.
2. One boy goes to the store.
3. He will buy ice cream and cake.
4. The other boy will buy bananas and balloons.
5. The party will begin after school.

34

GRAMMAR PRACTICE BOOK, PAGE 33

## DAY 2

### Teach the Concept

**Review Nouns** Read the following sentence: *The baby is a girl.* Ask children to identify the nouns in the sentence. Tell children that nouns can name things other than people.

### Nouns that Name Places and Things

Ask children to tell where they like to swim. (*the beach, the pool, the lake*) Tell them that these nouns name places. Then ask them what equipment they use to swim. (*goggles, kickboard, fins*) Tell them that these nouns name things.

Present the Daily Language Activity. Then have children write a sentence using a noun that names a person, a noun that names a thing, and a noun that names a place.



Assign the daily Writing Prompt on page 126C.

Name \_\_\_\_\_ Date \_\_\_\_\_ PRACTICE AND LEARN GRAMMAR 34

### Nouns

• Some nouns name things.  
The underlined nouns are things.  
Bring the plate to the table.  
Put the dish in the sink.  
Take the pot off the stove.

Read the sentences. Underline the nouns that are things.

1. We bought a sofa and a table.
2. The sofa goes in the living room.
3. The table goes in the dining room.
4. I would like a desk.
5. My desk could go near the door.

34

GRAMMAR PRACTICE BOOK, PAGE 34



# Nouns

DAY  
3

## Review and Practice

**Learn from the Literature** Review nouns. Read these sentences on page 137 of *Lemonade for Sale*:

**Matthew** squeezed the **lemons**. **Meg** mixed in some **sugar**.

Have children identify the nouns in each sentence. Point out that the nouns *Matthew* and *Meg* name special people. Tell children that they will learn more about such nouns later. Ask them what the nouns *lemons* and *sugar* name. (things)

**Use Nouns in Sentences** Remind children that the subject of a sentence often contains a noun, and that there may also be a noun in the predicate. Read these sentences: *The boy juggled a shoe. The girl went to the beach.* Ask children whether each noun names a person, place, or a thing. Then have them write two similar sentences, each containing two nouns.



Assign the daily Writing Prompt on page 126D.

DAY  
4

## Review and Practice

**Review Nouns** Have children think of three sentences using nouns to tell what their friends do, what equipment they use, and where they practice the activity. Examples: *My friend Ernie is a carpenter. He uses hammers and nails. He builds things in his cellar.* Then present the Daily Language Activity.

**Mechanics and Usage** Before children do the daily Writing Prompt on page 126D, present the following use of commas:

### Commas in a Series

Use commas to separate three or more words in a series.

Write this example on the chalkboard: *I had a sandwich, an apple, and lemonade for lunch.* Point out the commas and the word *and*.



Assign the daily Writing Prompt on page 126D.

DAY  
5

## Assess and Reteach

**Assess** Use the Daily Language Activity and page 37 of the **Grammar Practice Book** for assessment.

**Reteach** Write *People, Places, and Things* on the board and have children give words about their school that belong under one of the heads. Then ask children to write sentences using some of the words. Ask them to draw a red circle around nouns that name people, a blue circle around nouns that name places, and a green circle around nouns that name things.



Assign the daily Writing Prompt on page 126D.

Use page 38 of the **Grammar Practice Book** for additional reteaching.

Name \_\_\_\_\_ Date \_\_\_\_\_

GRAMMAR PRACTICE BOOK 35

### Nouns

Some nouns are places. The underlined nouns are places.  
Come to my house.  
It is on the corner.  
It is near the playground.

Read the sentences. Write the nouns that are places.

- Ben is going to the country.
- My sister is going to the seashore.
- Jack wants to go to a big city.
- Mom wants to go to a farm.
- I go to school.

GRAMMAR PRACTICE BOOK, PAGE 35

Name \_\_\_\_\_ Date \_\_\_\_\_

GRAMMAR PRACTICE BOOK 36

### Using Commas

Use commas to separate three or more words in a series.  
We bought yellow, red, and blue ribbons.

Read each sentence. Correct it.  
Write the corrected sentence on the line.

- I am having a sandwich some milk and an apple.  
I am having a sandwich, some milk, and an apple.
- Mom and I bought shoes socks gloves and a scarf.  
Mom and I bought shoes, socks, gloves, and a scarf.
- I dusted the table the lamp and the piano.  
I dusted the table, the lamp, and the piano.
- Dad washed the forks the knives and the spoons.  
Dad washed the forks, the knives, and the spoons.
- The leaves are red orange and yellow.  
The leaves are red, orange, and yellow.

GRAMMAR PRACTICE BOOK, PAGE 36

Name \_\_\_\_\_ Date \_\_\_\_\_

GRAMMAR PRACTICE BOOK 37

### Nouns

A. Read each sentence. Underline the noun in each one. Then write on the line whether the noun names a person, place, or thing.

- She is my cousin. person
- She has a new book. thing
- She put it in her bedroom. place
- It is on a big table. thing
- He drives a car. thing
- The leaf is green. thing

B. Complete each sentence with nouns that name a person, place, or thing.

- \_\_\_\_\_ want to the store to buy \_\_\_\_\_.
- Sandy came back from \_\_\_\_\_ to help them.
- They bought a new \_\_\_\_\_.
- She put the apples in a \_\_\_\_\_.

Answers will vary.

GRAMMAR PRACTICE BOOK, PAGE 37



# 5 Day Spelling Plan

## LANGUAGE SUPPORT

**ESL**

Cut pictures from magazines or catalogs showing a room, a school, a boot, and a tool. Paste the pictures to a sheet of paper and make a copy for each child. Write the words *room*, *school*, *boot*, and *tool* on the board and ask children to copy them under the appropriate picture. Then have children read the words aloud.

## DICTATION SENTENCES

### Spelling Words

1. She is a true friend.
2. The boat is too old.
3. The toy is new.
4. The room is cool.
5. The leaf blew by me.
6. You can use this tool.
7. I have a new clue.
8. The boot is red.
9. A few boys are with me.
10. The school is by the road.

### Challenge Words

11. The show was announced.
12. The shed was empty.
13. She poured it down the sink.
14. He squeezed the doll.
15. That is the wrong way.

DAY

1

## Pretest

**Assess Prior Knowledge** Use the Dictation Sentences at left and **Spelling Practice Book** page 33 for the pretest. Allow students to correct their own papers. If students have trouble, have partners give each other a midweek test on Day 3. Students who require a modified list may be tested on the first five words.

### Spelling Words

1. true
2. **too**
3. **new**
4. **room**
5. blew
6. tool
7. clue
8. boot
9. few
10. school

### Challenge Words

11. **announced**
12. **empty**
13. **poured**
14. **squeezed**
15. **wrong**

Note: Words in **dark type** are from the story.

**Word Study** On page 34 of the **Spelling Practice Book** are word study steps and an at-home activity.

DAY

2

## Explore the Pattern

**Sort and Spell Words** Say *too*, *true*, and *new*. Ask students what vowel sound they hear in each word. These words contain the vowel sound /ü/.

Ask students to read aloud the ten spelling words before sorting them according to the spelling pattern.

### /ü/ spelled

oo	ue	ew
too	true	new
room	clue	blew
tool		few
boot		
school		

**Word Wall** As students read other stories and texts, have them look for new words with the sound /ü/ and add them to the classroom word wall, underlining the spelling pattern in each word.

Name \_\_\_\_\_ Date \_\_\_\_\_ SPELLING 33

### Words with /ü/ oo, ue, ew

**Pretest Directions**  
Fold back your paper along the dotted line. Use the blanks to write each word as it is said to you. When you finish the test, unfold the paper, and correct any spelling mistakes. Practice those words for the Posttest.

**To Parents,**  
Here are the results of your child's weekly spelling Pretest. You can help your child study for the Posttest by following these simple steps for each word on the word list.

1. Read the word to your child.
2. Have your child write the word, saying each letter as it is written.
3. Say the first letter of the word and your child repeats the letter.
4. If a mistake has been made, have your child read each letter of the correctly spelled word aloud, and then repeat steps 1-3.

1. true
2. too
3. new
4. room
5. blew
6. tool
7. clue
8. boot
9. few
10. school

- Challenge Words**
- announced
  - empty
  - poured
  - squeezed
  - wrong

SPELLING PRACTICE BOOK, PAGE 33

WORD STUDY STEPS AND ACTIVITY, PAGE 34

Name \_\_\_\_\_ Date \_\_\_\_\_ SPELLING 35

### Words with /ü/ oo, ue, ew

true	new	blew	clue	few
too	room	tool	boot	school

Match each word with a spelling pattern. Write the spelling word on the line.



- |           |         |         |
|-----------|---------|---------|
| oo        | ue      | ew      |
| 1. too    | 6. true | 8. new  |
| 2. room   | 7. clue | 9. blew |
| 3. tool   |         | 10. few |
| 4. boot   |         |         |
| 5. school |         |         |

SPELLING PRACTICE BOOK, PAGE 35



## 3

## DAY

## 4

## DAY

## 5

## Assess and Reteach

Students should refer to their word lists during later writing activities.

Name \_\_\_\_\_
Date \_\_\_\_\_

**30**

**Words with /u/ oo, oe, ew**

---

Look at the words in each set. One word in each set is spelled correctly. Use a pencil to color in the circle in front of that word.

Before you begin, look at the sample sets of words. Sample A has been done for you. Do Sample B by yourself! When you are sure you know what to do, you may go on with the rest of the page.

**Sample A**

Ⓐ back

Ⓑ bac

Ⓒ back

Ⓓ bakka

1. Ⓐ troo

Ⓑ trel

Ⓒ true

Ⓓ thraw

2. Ⓐ too

Ⓑ tou

Ⓒ new

Ⓓ sou

3. Ⓐ moo

Ⓑ true

Ⓒ moe

Ⓓ mek

4. Ⓐ room

Ⓑ roeth

Ⓒ reath

Ⓓ rumte

5. Ⓐ duo

Ⓑ dew

Ⓒ ewy

Ⓓ duo

**Sample B**

Ⓐ darrk

Ⓑ darT

Ⓒ darrson

Ⓓ darrs

6. Ⓐ low

Ⓑ wu

Ⓒ wue

Ⓓ wueh

7. Ⓐ ewe

Ⓑ ewro

Ⓒ ewu

Ⓓ ewew

8. Ⓐ ewct

Ⓑ ewew

Ⓒ ewst

Ⓓ ewew

9. Ⓐ fue

Ⓑ fwee

Ⓒ fuew

Ⓓ fue

10. Ⓐ ewfawet

Ⓑ ewfawet

Ⓒ ewfawet

Ⓓ ewfawet

**30**

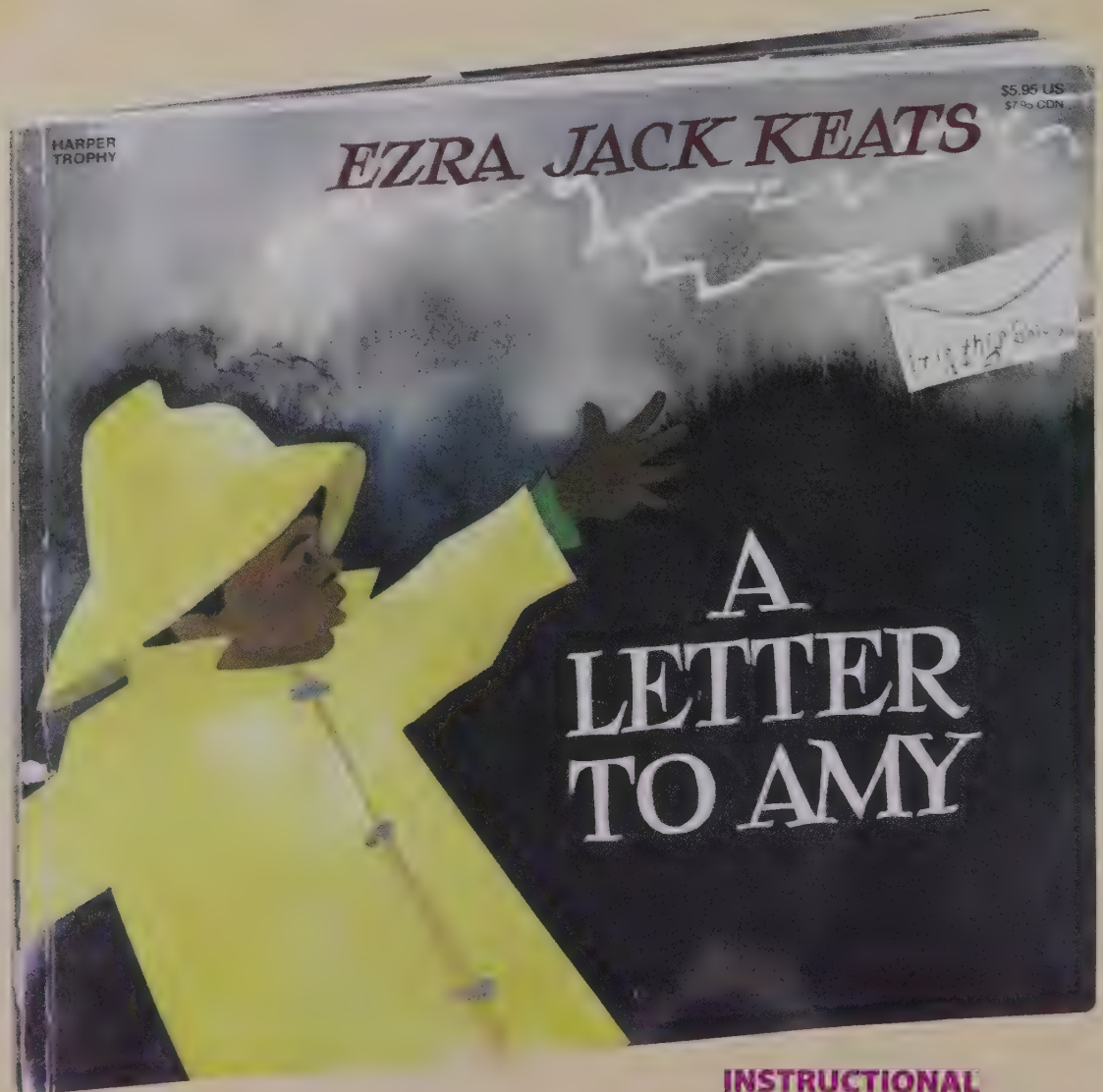
Unit 1  
Lesson 10  
**18**

**SPELLING PRACTICE BOOK, PAGE 30**



# A Letter to Amy

**Selection Summary** Children will read about a boy who wants to share his birthday with a special friend, and how her presence makes his birthday especially happy. Peter wants Amy to come to his birthday party. But will she get the invitation in time?



**INSTRUCTIONAL**  
Pages 158–191



Listening  
Library  
Audiocas

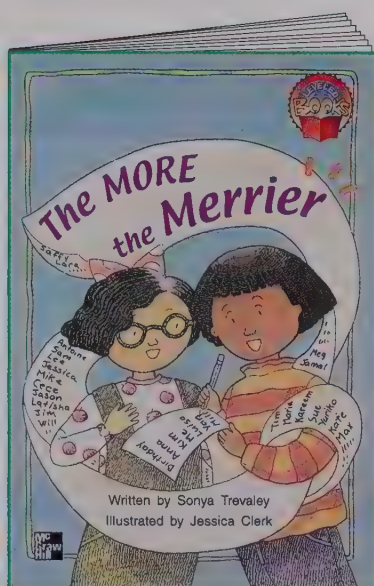
**About the Author/Illustrator** Caldecott Medal winner *The Snowy Day* was the first book that Ezra Jack Keats wrote and illustrated for children. According to Mr. Keats, simple writing is the best writing. He says, "Whenever the reader participates with his own interpretation, I feel that the book is much more successful. I write with the premise that less is more."



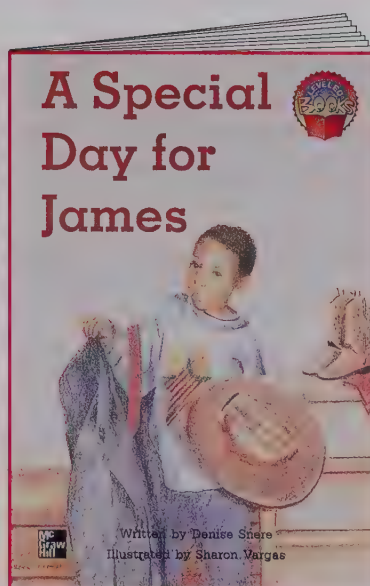


# Resources for Meeting Individual Needs

## LEVELED BOOKS



**EASY**  
Pages 191A, 191D  
**DECODABLE**



**INDEPENDENT**  
Pages 191B, 191D  
■ Take-Home version available



**CHALLENGE**  
Pages 191C, 191D

## LEVELED PRACTICE



**Reteach, 51-58**  
blackline masters with reteaching opportunities for each assessed skill

**Practice, 51-58**  
workbook with Take-Home Stories and practice opportunities for each assessed skill and story comprehension

**Extend, 51-58**  
blackline masters that offer challenge activities for each assessed skill

## ADDITIONAL RESOURCES

- **Language Support Book** 55-63
- **Take-Home Story, Practice** 52a-52b
- **Alternate Teaching Strategies** T64-T72
- **Selected Quizzes Prepared by** Accelerated Reader

McGraw-Hill School

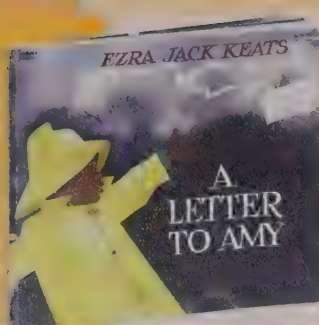
### TECHNOLOGY

**Phonics** CD-ROM provides extra phonics support.

**interNET CONNECTION** Research & Inquiry ideas. Visit [www.mhschool.com/reading](http://www.mhschool.com/reading).







## Suggested

# Lesson Planner



Available on CD-ROM

DAY

1

Focus on Reading  
and Skills

DAY

2

Read the Literature

## READING AND LANGUAGE ARTS

### Phonics Daily Routines

Daily **Phonics** Routine:  
Segmenting, 158B

**Phonics** CD-ROM

Daily **Phonics** Routine:  
Letter Substitution, 158C

**Phonics** CD-ROM

### Phonological Awareness

**Read** Read Aloud and Motivate, 156E  
"The Letter"

☒ Develop Phonological Awareness,  
156–157  
/ou/ow, ou; /oi/oi, oy  
"The Lost and Found Kite"

☒ Introduce /ou/ow, ou; /oi/oi, oy,  
158A–158B  
Teaching Chart 43  
Reteach, Practice, Extend, 51  
Phonics /Phonemic Awareness  
Practice Book, 51–54

Build Background, 158C  
Develop Oral Language

Vocabulary, 158D

*candles* *glanced* *special*  
*corner* *repeated* *wild*

Word Building Manipulative Cards  
Teaching Chart 44  
Reteach, Practice, Extend, 52

**Read** Read the Selection, 158–187  
Guided Instruction  
☒ /ou/ow, ou; /oi/oi, oy  
☒ Problem and Solution

Minilessons, 165, 171, 175, 181, 183, 185

Cultural Perspectives, 184

### Vocabulary

### Study Skills

### Listening, Speaking, Viewing, Representing

### Curriculum Connections

**Link** Language Arts, 156E

**Link** Social Studies, 158C

### Writing

**Writing Prompt:** Do you think birthday parties are fun? Tell why or why not.

**Writing Prompt:** Think of a reason for a party other than for a birthday. What would you do? Where would you have it? How would you decorate for it?



**Journal Writing**  
Quick-Write, 187

### Grammar

Introduce the Concept: Plural Nouns,  
191O  
Daily Language Activity: Write plural nouns correctly.

Grammar Practice Book, 39

Teach the Concept: Write Plural Nouns,  
191O  
Daily Language Activity: Write plural nouns correctly.

Grammar Practice Book, 40

### Spelling /ou/, /oi/

Pretest: Words with /ou/ow, ou and /oi/oi, oy, 191Q

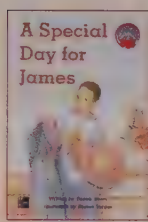
Spelling Practice Book, 39–40

Explore the Pattern: Words with /ou/ow, ou and /oi/oi, oy, 191Q

Spelling Practice Book, 41



## Meeting Individual Needs



= Skill Assessed in Unit Test

**Read**  
EVERY DAY

DAY

3

Read the Literature

Daily **Phonics** Routine:  
Fluency, 189

CD-ROM

Rereading for Fluency, 186

Story Questions, 188  
Reteach, Practice, Extend, 53  
Story Activities, 189

Study Skill, 190  
 Graphic Aids  
Teaching Chart 45  
Reteach, Practice, Extend, 54

Test Power, 191

Read the Leveled Books,  
Guided Reading  
 Diphthongs /ou/; /oi/  
 Problem and Solution  
 Instructional Vocabulary

**Activity** Art, 160  
Social Studies, 164

**Writing Prompt:** Write a story about an adventure you had while trying to mail a letter.

**Persuasive Writing,** 191M  
Prewrite, Draft

Review and Practice: Write More Plural Nouns, 191P  
Daily Language Activity: Write plural nouns correctly.

Grammar Practice Book, 41

Practice and Extend: Words with /ou/ow, ou and /oi/oi, oy, 191R

Spelling Practice Book, 42

DAY

4

Build Skills

Daily **Phonics** Routine:  
Writing, 191F

CD-ROM

**Read** Read the Leveled Books and Self-Selected Books

Review /ou/ow, ou; /oi/oi, oy, 191E–191F  
Teaching Chart 46  
Reteach, Practice, Extend, 55  
Language Support, 70  
Phonics/Phonemic Awareness Practice Book, 51–54

Review /ou/ow, ou; /oi/oi, oy; /ü/ew 191G–191H  
Teaching Chart 47  
Reteach, Practice, Extend, 56  
Language Support, 71  
Phonics/Phonemic Awareness Practice Book, 51–54

**Activity** Science, 166

**Writing Prompt:** Write a letter to a friend telling what happened at your birthday party or someone else's birthday party.

**Persuasive Writing,** 191M  
Revise

Meeting Individual Needs for Writing, 191N

Review and Practice: Letter Writing, 191P  
Daily Language Activity: Write plural nouns correctly.

Grammar Practice Book, 42

Proofread and Write: Words with /ou/ow, ou and /oi/oi, oy, 191R

Spelling Practice Book, 43

DAY

5

Build Skills

Daily **Phonics** Routine:  
Writing, 191H

CD-ROM

**Read** Read Self-Selected Books

Introduce Make Inferences, 191I–191J  
Teaching Chart 48  
Reteach, Practice, Extend, 57  
Language Support, 72

Introduce Compound Words, 191K–191L  
Teaching Chart 49  
Reteach, Practice, Extend, 58  
Language Support, 72

Listening, Speaking, Viewing, Representing, 191N

Minilessons, 165, 171, 175, 181, 183, 185

**Activity** Math, 176

**Writing Prompt:** What if you were a letter? Where would you be going? Who are you from? Write about your adventures as you go through the mail.

**Persuasive Writing,** 191M  
Edit/Proofread, Publish

Assess and Reteach: Plural Nouns, 191P  
Daily Language Activity: Write plural nouns correctly.

Grammar Practice Book, 43–44

Assess and Reteach: Words with /ou/ow, ou and /oi/oi, oy, 191R

Spelling Practice Book, 44



**Link**

Language Arts

# Read Aloud and Motivate

## "The Letter"

from *Frog and Toad  
Are Friends*  
by Arnold Lobel

**T**oad was sitting on his front porch. Frog came along and said, "What is the matter, Toad? You are looking sad."

"Yes," said Toad. "This is my sad time of day. It is the time when I wait for the mail to come. It always makes me very unhappy."

"Why is that?" asked Frog.

"Because I never get any mail," said Toad.

"Not ever?" asked Frog.

"No, never," said Toad. "No one has

ever sent me a letter. Every day my mailbox is empty. That is why waiting for the mail is a sad time for me."

Frog and Toad sat on the porch, feeling sad together.

Then Frog said, "I have to go home now, Toad. There is something that I must do."

Frog hurried home. He found a pencil and a piece of paper. He wrote on the paper. He put the paper in an envelope. On the envelope he wrote "a letter for Toad."

Continued on pages T2-T5

## Oral Comprehension

**LISTENING AND SPEAKING** Encourage children to think about problems and solutions by reading aloud this story about Toad waiting to get a letter. When you have finished, ask, "What problem did Frog have in the story?" Then ask, "How did Frog solve his problem?"

**Activity** Help children draw maps that show the way from Frog's house to Toad's house. Have them indicate what would be the best route for Snail.

► **Visual/Spatial**



# Develop **Phonological Awareness**

Anthology pages 156-157



## The Lost and Found Kite

Roy went out to fly his kite,  
He ran around the hill.  
The kite flew up above his house,  
And then flew higher still.  
The kite string broke, Roy gave a shout,  
But the wind took it away.  
The kite flew on, up past the clouds.  
Down to the ground it fell.  
Who found Roy's kite?  
Roy's friend Joy—  
She brought it back next day!

**Objective:** Listen for /ou/ow, ou and /oi/oi, oy

**RHYMING** Have children read the poem. Reread the poem aloud to the children and have them stand up and sit down when they hear a word that rhymes with *sound*. Have them touch the floor when they hear a word that rhymes with *boy*.

**Phonemic Awareness** **BLENDING** Using the poem context, ask children to blend together sounds to identify words. Example: *The kite flew higher than the /k/ /l/ /ou/ /d/ /s/. (clouds)*

Repeat with **shout** and **joy**.

**Phonemic Awareness**

**SEGMENTING** Have children change vowel sounds to make new words. For example:

- Say *fell*. Change the /e/ to /oi/, and say the new word. (*foil*).
- Say *hill*. Change the /i/ to /ow/, and say the new word. (*howl*).
- Say *wind*. Change the /i/ to /ou/ and say the new word. (*wound*).



## Introduce

**/ou/ ow, ou,  
and /oi/ oi, oy**TESTED  
OBJECTIVES

Children will:

- identify /ou/ow, ou and /oi/oi, oy.
- decode and read words with /ou/ow, ou and /oi/oi, oy.

## MATERIALS

- letter and vowel diphthong cards and word building boxes from the Word Building Manipulative Cards
- Teaching Chart 43

SPELLING/PHONICS  
CONNECTIONS

Words with /ou/ow, ou and /oi/oi, oy: See the 5-Day Spelling Plan, pages 191Q-191R.

## LANGUAGE SUPPORT

French-speaking children might have trouble associating *oi* with the /oi/ sound because in French *oi* represents /wa/ as in *moi*, pronounced /mwa/. Pair them with children proficient in English. Then have them list words that rhyme with *toy*.

## TEACH

## Identify /ou/ and /oi/

Tell children they will learn to read words with the letters *ou* and *ow*, which stand for the /ou/ sound, and words with the letters *oi* and *oy*, which stand for the /oi/ sound.

BLENDING •  
Model and Guide  
Practice with /ou/  
and /oi/ Words

Display **Teaching Chart 43**. Run your fingers under the word *cow*, emphasizing the sound /ou/. Point out that the letters *ow* make this sound. Next, write the letters *ow* in the blank space in the first example under *cow*. Blend the sounds and say the word *now*. Have children repeat.

Have volunteers fill in *ow* or *ou* for the remaining words in the first two columns as the class says them with you.

cow	out	oil	toy
n <u>ow</u>	m <u>ou</u> se	n <u>oi</u> se	b <u>oy</u> s
d <u>ow</u> n	h <u>ou</u> se	c <u>oi</u> n	j <u>oy</u>
cl <u>ow</u> n	s <u>ou</u> th	sp <u>oi</u> l	enj <u>oy</u>

Teaching Chart 43

Use the Word  
in Context

Use the words in context to reinforce their meaning. Example: *Let's go now, not later.*

Repeat the  
Procedure

Repeat the same procedure with the /oi/ words in columns 3 and 4.



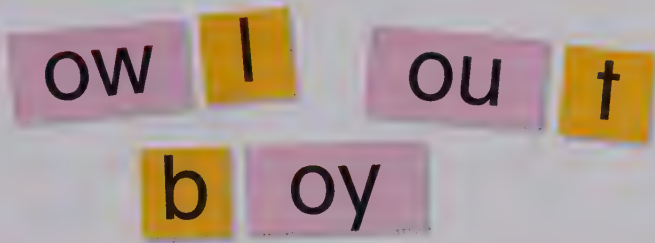
## PRACTICE

**WORD BUILDING**  
Build and Read Words with /ou/ and /oi/



Have small groups lay out vowel diphthong cards for *ow*, *ou*, *oi*, and *oy*. Set another pile of letter cards with consonants face down. Let each child in turn take the top card off the pile and use it to form a word with *ow*, *ou*, *oi*, or *oy*. Then have children say the words aloud.

►Linguistic/Visual



## ASSESS/CLOSE

**Read and Write Sentences for Words with /ou/ and /oi/**

Have children turn to page 156 in their books and read "The Lost and Found Kite" aloud. Tell them to choose an /ou/ sound word and an /oi/ sound word and write a sentence for each one.

## ADDITIONAL PHONICS RESOURCES

**Phonics/Phonemic Awareness Practice Book, pages 51–54**




**PHONICS KIT**  
Hands-on Activities and Practice

McGraw-Hill School **TECHNOLOGY**

**Phonics CD-ROM**  
activities for practice with **Blending and Segmenting**



## Meeting Individual Needs for Phonics

EASY	ON-LEVEL	CHALLENGE																														
<p>Name _____ Date _____ Reteach <b>51</b></p> <p><i>low/ ow, ou and /oi/ oi, oy</i></p> <p>Say these words. What sound is the same in both?</p> <div>   </div> <p>Circle the two rhyming words in each sentence. Then write the two words.</p> <ol style="list-style-type: none"> <li>A <u>mouse</u> ran in the <u>house</u>.</li> <li>Martha wore a <u>brown</u> <u>gown</u>.</li> <li>They drilled for <u>oil</u> in the <u>soil</u>.</li> <li>Let's <u>enjoy</u> our new <u>toy</u>.</li> <li>The people were <u>proud</u>, and the cheers were <u>loud</u>.</li> </ol>	<p>Name _____ Date _____ Practice <b>51</b></p> <p><i>low/ ow, ou and /oi/ oi, oy</i></p> <div>  </div> <p>The boy joined the clown in the fountain outside.</p> <p>Write the word from the box that completes the sentence.</p> <div> <span>loud</span> <span>joyful</span> <span>how</span> <span>boil</span> <span>round</span> </div> <ol style="list-style-type: none"> <li>The table is <u>round</u>, not square.</li> <li>I asked <u>how</u>, not why.</li> <li>The children were <u>loud</u>, not quiet.</li> <li>We were <u>joyful</u>, not sad.</li> <li>The water will <u>boil</u>, not freeze.</li> </ol>	<p>Name _____ Date _____ Extend <b>51</b></p> <p><i>low/ ow, ou and /oi/ oi, oy</i></p> <div> <span>down</span> <span>house</span> <span>boy</span> <span>soil</span> <span>now</span> <span>out</span> <span>boil</span> </div> <p>The words are hidden in the square. See if you can find all of them. Start at any letter. Move from space to space in any direction to spell a word.</p> <table border="1"> <tr><td>H</td><td>O</td><td>U</td><td>S</td><td>E</td><td>N</td></tr> <tr><td>V</td><td>Q</td><td>B</td><td>O</td><td>Y</td><td>W</td></tr> <tr><td>D</td><td>B</td><td>O</td><td>I</td><td>L</td><td>O</td></tr> <tr><td>W</td><td>O</td><td>N</td><td>L</td><td>I</td><td>D</td></tr> <tr><td>H</td><td>T</td><td>U</td><td>O</td><td>G</td><td>Z</td></tr> </table>	H	O	U	S	E	N	V	Q	B	O	Y	W	D	B	O	I	L	O	W	O	N	L	I	D	H	T	U	O	G	Z
H	O	U	S	E	N																											
V	Q	B	O	Y	W																											
D	B	O	I	L	O																											
W	O	N	L	I	D																											
H	T	U	O	G	Z																											

Reteach, 51

Practice, 51

Extend, 51

## Daily Routines

**DAY 1** **Segmenting** Have children use word building boxes to write the spelling of each sound in the following words as you say each one aloud: *down*, *clouds*, *spoiled*, *boys*.

**DAY 2** **Letter Substitution** Use the CVVC Flip chart and the vowels *ow*, *ou*, *oi*, or *oy*. Encourage children to form new words with /ou/ and /oi/ by changing the initial and/or final letters.

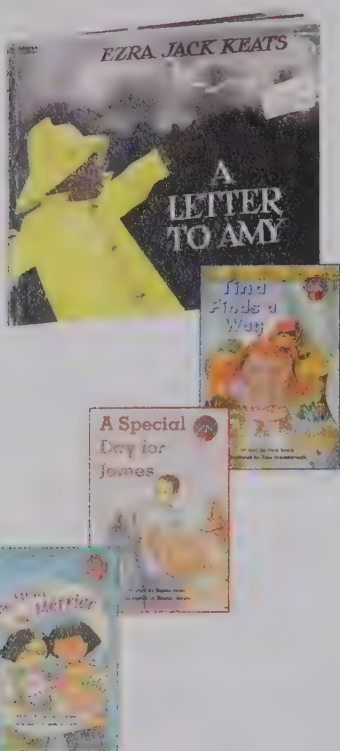
**DAY 3** **Fluency** Hold up index cards with words containing the sounds /ou/ and /oi/. Point to each word and ask children to blend the sounds silently. Then ask volunteers to read each word aloud.

**DAY 4** **Writing** Have children copy "How now, brown cow?" from the board. Ask them to replace the words *brown* and *cow* with other words containing the same vowel sound.

**DAY 5** **Writing** Have pairs write silly, fun sentences using words with the sounds /ou/ and /oi/. Ask them to read their sentences aloud.

**PHONICS KIT**  
HANDS-ON ACTIVITIES AND PRACTICE



DAILY **Phonics** ROUTINESDAY  
2**Letter Substitution**

Use the CVVC flip chart and the vowels *ow*, *ou*, *oi*, or *oy*. Encourage children to form new words with /ou/ and /oi/ by changing the initial and/or final letters.

CD-ROM

**LANGUAGE SUPPORT**

If children need to build more background or develop understanding and recognition of Key Vocabulary Words, additional teaching support is available in the Language Support Book, pages 55–58.

# Build Background

## Link

Social Studies

### Anthology and Leveled Books

#### Evaluate Prior Knowledge

**CONCEPT: SPECIAL EVENTS** Ask children to brainstorm a list of days that are special to them, such as birthdays and holidays. Discuss how it feels to share special events with family and friends. Use the following activities to help children explore the concept further.

**MAKE A WORD WEB FOR BIRTHDAY PARTIES** Help children make a word web of things they like about birthday parties.

► **Linguistic**

Graphic Organizer 29

**WRITE A LIST** Ask children to imagine they are going to have a birthday party. Encourage children to brainstorm in a group to make a list of things they will need, such as types of food and decorations, to prepare for the party.



WRITING

GROUP

#### Develop Oral Language

**CONNECT WORD AND ACTIONS** Have children dramatize some of the things related to having a birthday party, such as:

- writing an invitation
- greeting their friends
- hitting the piñata
- blowing out the candles
- opening a present

Encourage children to describe what they are doing. Ask questions such as:

- What are you doing?
- Whom are you greeting?
- What are you hitting?
- What are you blowing out?
- What are you opening?

► **Kinesthetic/Oral**



# Vocabulary

## Key Words



### A Surprise for Peter

1. Today was a special day for Peter. It was his birthday.
2. He peeked around and then turned the corner and entered his classroom. 3. He glanced around. He saw his classmates smiling at him. 4. The crowd went wild as they shouted "Surprise!" and jumped up and down with excitement.
5. "Happy Birthday, Peter!" they repeated over and over.
6. Peter's teacher lit the candles on a cake and Peter blew them out.

Teaching Chart 44

## Vocabulary in Context

### IDENTIFY VOCABULARY WORDS

Display **Teaching Chart 44** and read the passage with children. Invite volunteers to circle each vocabulary word and underline other words that are clues to its meaning.

**DISCUSS MEANINGS** Ask questions like these to help clarify word meanings:

- What are some special ways you could celebrate a birthday?
- What can you do when you reach a corner?
- What part of your body would you use if you glanced at something?
- What else besides shouting and jumping might you do if you are wild?
- What might you repeat over and over on a holiday like Halloween?
- What would happen if you touched a lit candle?

## Practice

**WORD COLLAGE** Assign vocabulary words to children. Have each child create a collage by finding pictures in magazines that represent the word. Have children cut and paste the pictures on paper and write the word in the center of their collages. ► **Spatial**

corner wild  
repeated

Word Building Manipulative Cards

**WRITE WORD CLUES** Have pairs of children select a vocabulary card. Tell them to discuss the word's meaning and to write clues that would help classmates guess the word. Invite children to share their clues. Have students use their Glossary as needed.

► **Linguistic**

## Definitions

**special** (p. 161) unusual; not ordinary

**corner** (p. 172) place where two lines or walls meet

**glanced** (p. 165) took a quick look

**wild** (p. 165) not orderly; very excited

**repeated** (p. 185) said or did again

**candles** (p. 186) sticks of wax that give light when burned



## SPELLING/VOCABULARY CONNECTIONS

See Spelling Challenge Words, page 191Q.

## ON-LEVEL

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice 52

### Vocabulary

Read each sentence. Choose a word from the box that means almost the same thing as the underlined word or words. Write the word on the line.

candles corner glanced repeated special wild

1. Again, the bird said the boy's name.  
repeated
2. The animals in the jungle were not gentle.  
wild
3. Sharon lit the tall sticks of wax with a match.  
candles
4. Let's meet at the place where John Street and Main Street meet.  
corner
5. Peter quickly looked at the sign.  
glanced
6. That is not an ordinary shirt.  
special

52

**Take-Home Story 52a**  
**Reteach 52**  
**Practice 52 • Extend 52**



# Guided Instruction

## Preview and Predict

Have children read the title and take a **picture walk** through the story to look for clues about the characters and events.

- Why does the boy write a letter to Amy?
- What problems do you think the boy will encounter?
- What do you think this story will be about?
- Will the story be realistic or will it have events and characters that can't be real?

*The characters and surroundings look real.*

*Genre*

Invite children to make predictions about the story and its characters.

PREDICTIONS	WHAT HAPPENED
The boy loses his letter.	

## Set Purposes

What questions do students want answered by reading the story? For example:

- What does the letter to Amy say?
- Why is the boy sad at his party?

**READ TOGETHER**

**MEET**  
**EZRA JACK KEATS**

Ezra Jack Keats made the pictures in *A Letter to Amy* by painting over pieces of paper that he cut, tore, and pasted down.

Mr. Keats got the idea for Peter from some pictures of a child that he cut out of a newspaper. He had these pictures for 22 years before he made the first book with Peter in it. Other books by Ezra Jack Keats about Peter include *The Snowy Day*, *Whistle for Willie*, and *Peter's Chair*.

158

## Meeting Individual Needs • Grouping Suggestions for Strategic Reading

### EASY

**Shared Reading** Focus on problem and solution as a strategy for figuring out what is happening in the story, as children read the story aloud or use the **Listening Library Audiocassette**.

### ON-LEVEL

**Guided Reading** As you read the story with children, observe where they have any difficulty in order to decide which parts of the Guided Instruction will be most effective. You may want to have children read the story first on their own. After reading, invite children to reread the selection, using the suggestions for rereading on page 186.

### CHALLENGE

**Read Independently** Set purposes with children before they read. Remind them to identify the main character's problems. Children can also discuss the Oral Response questions on page 187 in small groups.



# Guided Instruction

- ✓ **Phonics** /ou/ and /oi/
- ✓ **Problem and Solution**

**Strategic Reading** Paying attention to the main character's problems and how he solves them is a good way to understand what is happening in *A Letter to Amy*. You can use a Problem/Solution chart to keep track of story events.

**1 PROBLEM AND SOLUTION** Let's look at the picture on this page. What problem does Peter seem to have? (*His letter is blowing away.*) How might Peter solve his problem? (*He can chase after the letter.*)

PROBLEM	SOLUTION

## Story Words

Children may not recognize the word below. Have children check its meaning and pronunciation in the Glossary.

parrot, p.165

EZRA JACK KEATS

# A LETTER TO AMY

1

159

## LANGUAGE SUPPORT

A blackline master of the Problem/Solution chart can be found in the **Language Support Book**.

NAME \_\_\_\_\_ DATE \_\_\_\_\_

What is the Problem?

Peter

Problem	Solution

LANGUAGE SUPPORT 28



# Guided Instruction

2 Who are the people in the picture?  
(Peter and his mother) Where are they  
and what are they doing? (They are at home.  
Peter is writing a letter to Amy, inviting her to  
his party. His mother is sewing.)

Character/Setting

## TEACHING TIP

**MANAGEMENT** Have children take the parts of  
characters in the story and speak their dialogue  
while you read as narrator.



160

## Activity

### Cross Curricular: Art

**MAKE AN INVITATION** Explain to chil-  
dren that an invitation often has a picture  
on the front that represents the event  
being celebrated. Thus, an invitation to a  
birthday party might have a picture of a  
cake, and a Fourth of July invitation might

show fireworks. Have each child choose a  
favorite celebration and draw a picture  
for an invitation. Display children's work.

► **Spatial/Intrapersonal**





# Guided Instruction

"I'm writing a letter to Amy.

I'm inviting her to my party," Peter announced. **3**

"Why don't you just ask her? You didn't write to anyone else," said his mother.

Peter stared at the sheet of paper for a while and said,

"We-e-el-l, this way it's sort of special." **4**

**3** **Phonics** /ou/ow, ou "I'm inviting her to my party," Peter . . . What's the next word? This is a long word, but I think I know all the sounds. I'll try to blend them together. /a/ /n/ /ou/ /n/ /s/ /d/

a nn ou n c ed, announced

*Blending*

**4** Paying attention to clues in the story can help you make predictions about what may happen. Let's look at pages 160 and 161. What kind of party might Peter be having? Now let's look ahead to page 162 and check our predictions. *Make Predictions*



# Guided Instruction

**5 PROBLEM AND SOLUTION** Peter's mother found a problem with the invitation to Amy. What was the problem? (Peter forgot to write the day and time.) How did Peter solve the problem? (He wrote the day and time on the back of the envelope.) Let's write this information on our Problem/Solution chart.

PROBLEM	SOLUTION
Peter forgot to write the day and time on the invitation.	He wrote the day and time on the envelope.

**6 Phonics** /ou/ow, ou Let's look at the first word in the second sentence and sound it out: n ow, now. Can you find another word on the page that has the same /ou/ sound? (out) *Blending*

**5**

He folded the letter quite a few times, put it in the envelope, and sealed it.

**6**

"Now I'll mail it," he said.

"What did you write?" his mother asked.

WILL YOU PLEASE COME  
TO MY BIRTHDAY PARTY. PETER.

"You should tell her when to come."

So he wrote on the back of the envelope:  
IT IS THIS SATURDAY AT 2.

"Now I'll mail it."

"Put on a stamp."

He did, and started to leave.

"Wear your raincoat. It looks like rain."

**7**

He put it on and said, "It looks like rain.  
You'd better stay in, Willie,"  
and ran out to mail his letter.



## Guided Instruction

- 7 Why does Peter tell his dog Willie to stay in the house? (It might rain.) What does this tell you about how Peter feels about Willie? (He cares about Willie.) How do you know this? (He doesn't want Willie to get wet.) *Make Inferences*

### TEACHING TIP

**INSTRUCTIONAL** Help children understand that an author may write words in capital letters to make the words stand out from the rest of the story. It shows that the information is important. Capital letters often are used to show strong emotion.





# Guided Instruction

8 What information can we get about the story just by looking at the pictures? Cover page 165 with a piece of paper. Look closely at the picture on page 164. Does it look like anyone is home upstairs? How can you tell? (No, because the window is dark and the bird is alone.) *Use Illustrations/Make Inferences*



164

## Activity

### Cross Curricular: Social Studies

**DESIGN A POSTAGE STAMP** Have children brainstorm a list of people who are special to them. Invite each child to pick a person to honor, and to draw a postage stamp featuring this person.

**RESEARCH AND INQUIRY** Have children find the names of people and

characters who have been honored with real postage stamps of their own.

► **Spatial/Interpersonal**

**interNET  
CONNECTION**

To access information on postage stamps, log on to [www.mhschool.com/reading](http://www.mhschool.com/reading).





## Guided Instruction

**9** **Phonics** /ou/ow, ou Find the second word in the second sentence and point to it with your finger. Now read the word with me. (*clouds*) Can you find another word on this page that has the /ou/ sound? (*down*) Is the spelling of the /ou/ sound in *down* the same or different from the /ou/ sound in *clouds*? Let's read these words again as you point to the letters with your finger.

**10** It's beginning to get very dark, and the wind is blowing clouds across the sky. What do you think might happen? (*It might rain.*) **Make Predictions**

Walking to the mailbox, Peter looked at the sky.  
Dark clouds raced across it like wild horses. **9**  
He glanced up at Amy's window. She wasn't there.  
Only Pepe, her parrot, sat peering down.  
"Willie! Didn't I tell you to stay home?" **10**

165

### LANGUAGE SUPPORT

**ESL** The simile *Dark clouds raced across it like wild horses* on page 165 may be difficult for some children to understand. Have children think about how wild horses look and behave. Show pictures from

magazines or the encyclopedia of wild horses running. Then ask children to look at the clouds in the picture and tell how they resemble wild horses.

### Minilesson

#### REVIEW/MAINTAIN

#### Review Long a

Have children pronounce the words *mailbox*, *raced*, and *stay* on page 165. Ask them to:

- point out what these words have in common. (/ā/)
- spell the /ā/ sound in each word. (*ai, a-e, ay*)

**Activity** Create a wall chart with these spellings: *ai; a-e; ay* as headings and have children list words under each heading.



# Guided Instruction

**11** Let's look at the illustration on pages 166 and 167 before we read page 167.

What do you think is happening here? (The letter is blowing out of Peter's hand.)

*Use Illustrations*

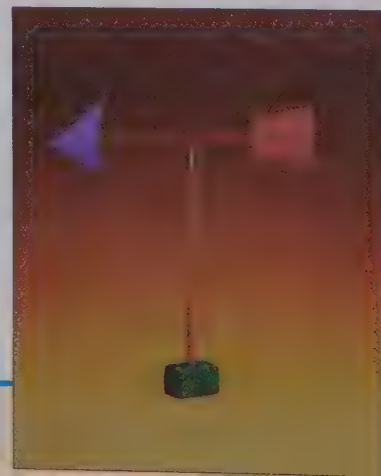


## Activity

### Cross Curricular: Science

**WIND VANES** Ask children to make a simple wind vane, using construction paper, pins, a straw, and a pencil. Children can count the number of times their wind vanes turn in a minute and record the number on a chart. Have them tell which day was the windiest. ► **Logical**

**RESEARCH AND INQUIRY** Have children find more information about different kinds of stormy weather.





## Guided Instruction

- 12** What did Peter's worrying have to do with the letter blowing away? (He was busy thinking and wasn't paying attention to the wind.) **Cause and Effect** Raise your hand if you think Peter will catch the letter.

*Nonverbal Response/Make Predictions*

- 13** **PROBLEM AND SOLUTION** How do you think Peter will try to solve his problem? (He will chase the letter.) Do you think this is a good solution?

- 14** **Phonics** /oi/oi, oy Peter thought, "What will the..." Let's sound this next word out together: b oy s, boys. What other words can you think of that make the /oi/ sound? (toy, joy, annoy) **Blending**

Peter thought, What will the boys say  
when they see a girl at my party?  
Suddenly there was a flash of lightning  
and a roar of thunder!  
A strong wind blew the letter out of his hand!

**12**

**13**

**14**

167

## Visual Literacy

### VIEWING AND REPRESENTING

Ask children what the wind looks like. Point out that in the illustrations, the wind is invisible, yet we can tell when it is there.

Discuss how the illustrator represents the wind on this page. Also discuss his representation of clouds and lightning. Ask if these representations are realistic or not. Ask if children have any difficulty understanding what is being represented.



# Guided Instruction

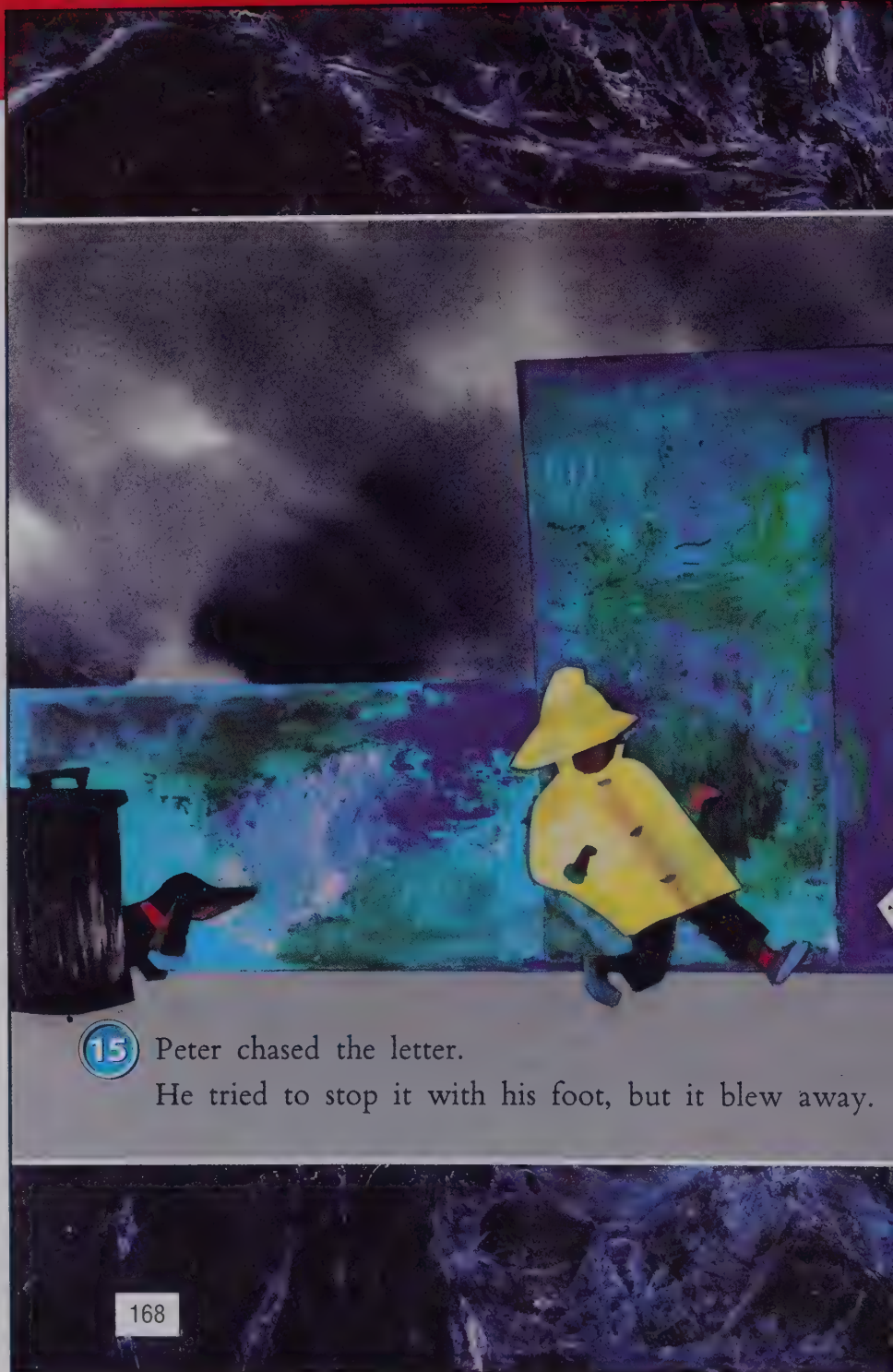
**15 PROBLEM AND SOLUTION** Were you right about Peter's solution?

PROBLEM	SOLUTION
Peter forgot to write the day and time on the invitation.	He wrote the day and time on the envelope.
The letter to Amy blew away.	Peter chased the letter.

**P/i PHONICS AND DECODING** Raise your hand when I read a word that makes the /ü/ sound. (*blew*) Let's read the word together and blend the sounds that the letters make. Use your finger to guide you: b \_ ew, blew. Can you find a word on the next page that rhymes with blew? (*flew*)

## TEACHING TIP

**INSTRUCTIONAL** Help children relate to Peter's experiences by asking them to tell about times when they refused to give up, or had to finally give up. How did they feel when they were trying very hard to do something? Do these experiences help children to understand how Peter feels as he chases the letter?



**15** Peter chased the letter.  
He tried to stop it with his foot, but it blew away.



## PREVENTION/INTERVENTION

**PHONICS AND DECODING** Write ew on the chalkboard. Arrange letter cards for d, f, n, s, t, g, and r along the base of the chalkboard. Model the blending process by placing the letter card f before the ew letter card. Blend

the sounds together to read *few*. Then have a volunteer place a letter card or cards in front of the letters ew to make a word. Have children blend the sounds to say the word. Repeat with all of the letter cards.



## Guided Instruction

- 16 Where did the letter go after Peter tried to stop it with his foot? (high in the air)  
Sequence of Events



Then it flew high into the air— 16

169

### LANGUAGE SUPPORT

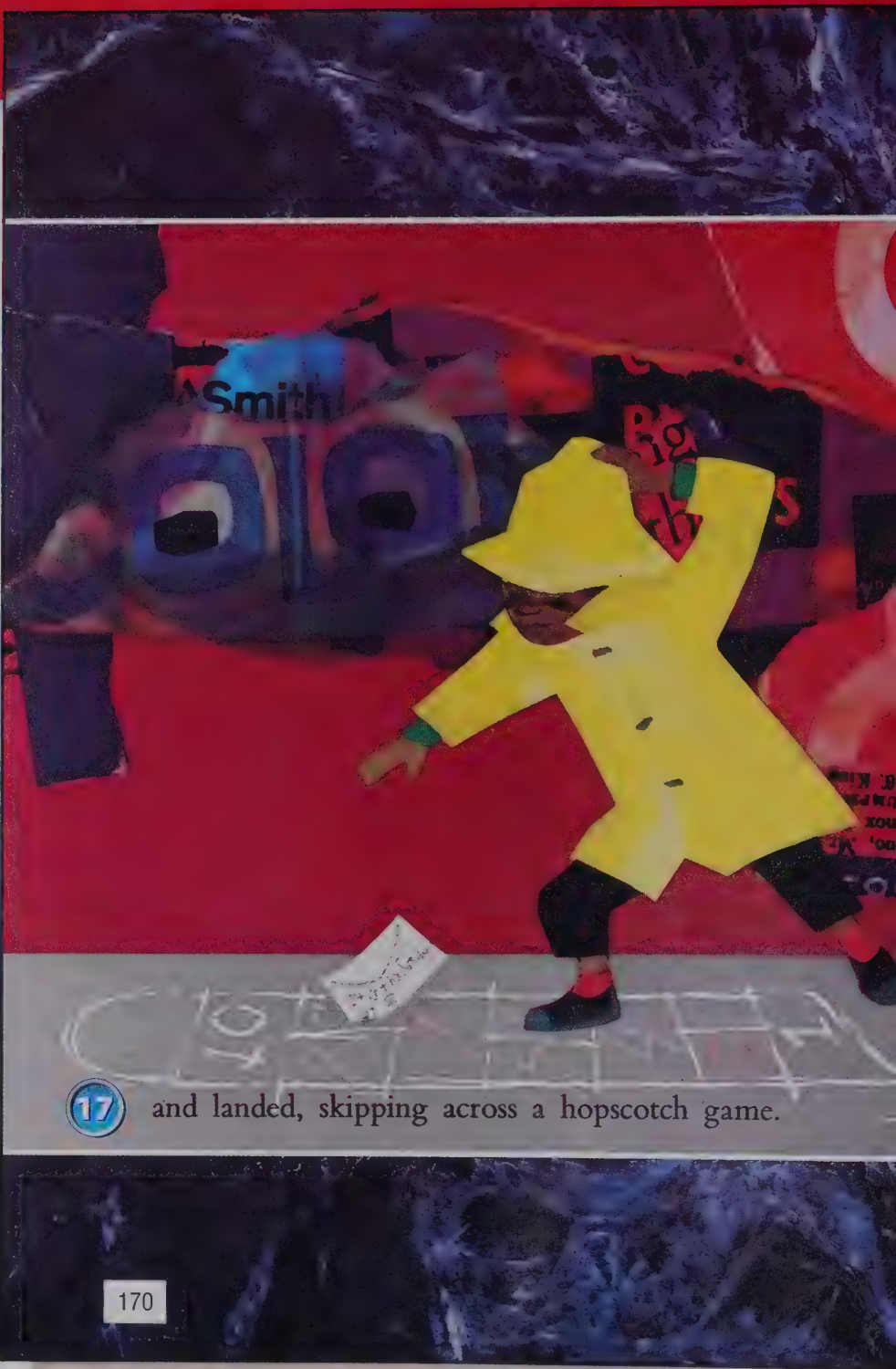
**ESL** Have children stand and pantomime how Peter tried to catch the letter. Point to the word *chased* and ask children to chase an imaginary letter. Ask children to try stopping it with their foot. Then point

to the words *flew high* and have children try to catch a letter that is flying high in the air.



# Guided Instruction

17 Does Peter keep trying to catch the letter, or does he give up? (He keeps trying.) A character's actions can tell you a lot about what that character is like. Peter does not stop trying to catch his letter to Amy. What sort of person does this make you think he is? (Possible answer: He is the kind of person who tries to do something even when it's hard.) *Character*




17 and landed, skipping across a hopscotch game.



## Guided Instruction

- 18** Authors sometimes use repetition to emphasize a point. What words are repeated on page 171? (*this way and that*) Why does the author repeat these words? (to emphasize that Peter followed the letter wherever it went) *Author's Craft*
- 19** Look at the illustrations on page 168 and page 171. Who seems to be keeping Peter company as he chases the letter? (Willie, his dog) *Use Illustrations*



The letter blew this way and that. **18**  
Peter chased it this way and that.  
He couldn't catch it.

**19**  
171

### LANGUAGE SUPPORT

**ESL** Some children may not understand why the first word on page 170 does not begin with a capital letter. Point out that this line is actually a continuation of the sentence from the previous page. Write the entire sentence on the

chalkboard and read it aloud. Then ask children to turn back to page 169 and follow along as you read the first part of the sentence. Emphasize the pause after the word *air*, and have children turn the page as you continue reading the sentence through page 170.

### Minilesson

#### REVIEW / MAINTAIN

#### Use Context Clues

Let children know that when they don't know what a word means, they can look at the picture and use other words in the sentence to help them understand the word.

- Help children locate the word *hopscotch*.
- Ask them which word clue tells them what *hopscotch* is. (*game*)
- Then have them use picture clues to confirm that hopscotch is a game.

**Activity** Have children draw their own version of a hopscotch game.



## Guided Instruction

**20** Here comes Amy! Why do you think she's waving at Peter? (because Peter is her friend and she's glad to see him) What do you think Peter is thinking? (that he'd better get the letter before Amy sees it) **Plot**

**21** **PROBLEM AND SOLUTION** Now Peter's really got a problem! His letter is flying right toward Amy! What will happen if Amy sees the letter?

**MODEL** I know that Peter worked very hard to make a special invitation for Amy. I think he will try hard to keep his surprise a secret. I think he will do whatever he can to get the letter away from her before Amy sees it.

## Fluency

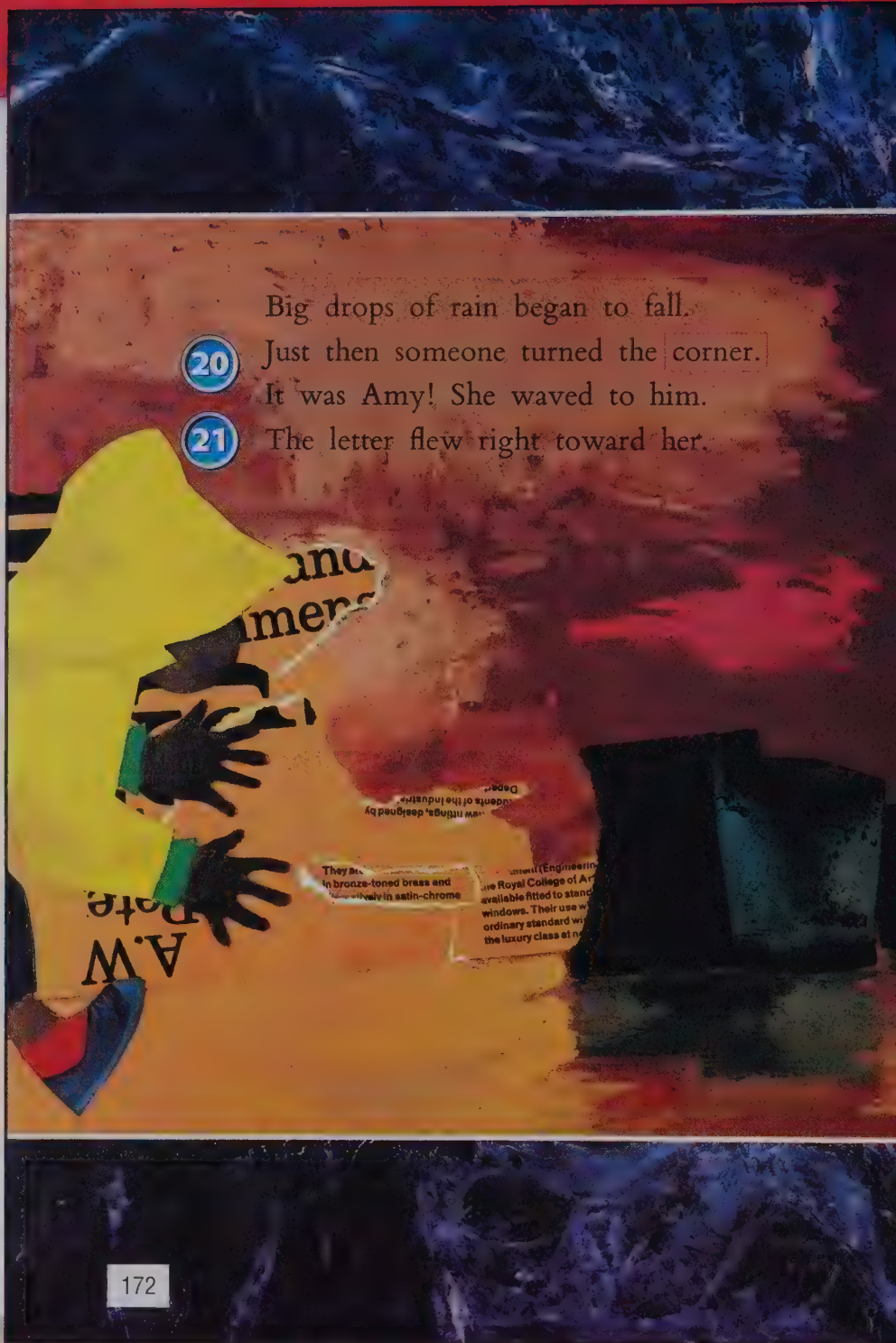


PARTNERS

**READ WITH EXPRESSION** Have children take turns reading this page aloud in pairs. Make sure they notice the exclamation mark in the third sentence.

Remind children to:

- pause at the end of sentences.
- think about how Peter is feeling and read with expression.
- read the sentence with the exclamation mark with extra feeling.





## Guided Instruction

- 22** **Phonics** /oi/ oi, oy She mustn't see it, or the surprise will be . . . Let's all sound out the last word together. Use your finger to help you remember to blend the sounds together: sp oi l ed, spoiled.

*Blending*

- 23** Why is Peter running for the letter? (He doesn't want Amy to see it.) Why is Amy running for the letter? (She wants to help Peter.) Who do you think will catch the letter first—Peter or Amy? *Make Predictions*

**p/i** **STRUCTURAL CLUES** Find the second word in the first sentence. (*mustn't*) Point to it with your finger. What does it mean?

She mustn't see it, or the surprise will be spoiled! **22**  
They both ran for the letter. **23**

173



### PREVENTION/INTERVENTION

**STRUCTURAL CLUES** Write the following words in a column on the chalkboard: *I'm, didn't, it's, I'll, you'd, couldn't, she'll, let's, mustn't*. Explain that each of these words is the shortened form of two separate words, and an apostrophe takes the place of the missing letter or letters when the two words are brought together and shortened. Guide children in figuring

out what two words make up each contraction and write them next to the contraction. (Note that *you'd* can be *you had* or *you would*. Other answers are: *I'm—I am; didn't—did not; it's—it is; I'll—I will; couldn't—could not; she'll—she will; let's—let us*.)



# Guided Instruction

- 24 Peter finally catches the letter. What two problems does that solve?

**MODEL** The letter blew out of Peter's hand when he was thinking about his party and now he has it back. That's one problem solved. But then he saw Amy walking toward him, and he didn't want Amy to see the letter and ruin the surprise. Catching the letter solved that problem, too. Let's add to our chart.

PROBLEM	SOLUTION
Peter forgot to write the day and time on the invitation.	He wrote the day and time on the envelope.
The letter to Amy blew away.	Peter chased the letter.
Amy was going to see the letter.	Peter caught the letter.



In his great hurry, Peter bumped into Amy.

- 24 He caught the letter before she could see it was for her.

## SELF-MONITORING

### SELF-MONITORING STRATEGY

**REREADING** Rereading a part of the story can help you to better understand what is happening.

**MODEL** I'm not sure what happened to Amy. Did Peter bump her before or after he caught the letter? After rereading page 174, I see that Peter bumped into Amy before he caught the letter. Now I can figure out that Peter must have had his eyes on the letter, and that is why he accidentally knocked Amy down.



## Guided Instruction

- 25** What happened to Amy when Peter bumped into her? (*She fell down.*) How do you think this will make her feel about Peter? *Cause and Effect*



175

### Minilesson

#### REVIEW/MAINTAIN

#### Character

Remind children that they can learn more about story characters by paying attention to what they are feeling. Have children:

- Act out the expressions on both Peter's and Amy's faces on page 175.
- Brainstorm words that describe what Peter and Amy might be feeling.
- Discuss why each character might feel this way.

**Activity** Ask children to read pages 176–177. Have them discuss why Amy might have run off crying. (*Peter mailed the letter without apologizing for knocking her down.*)



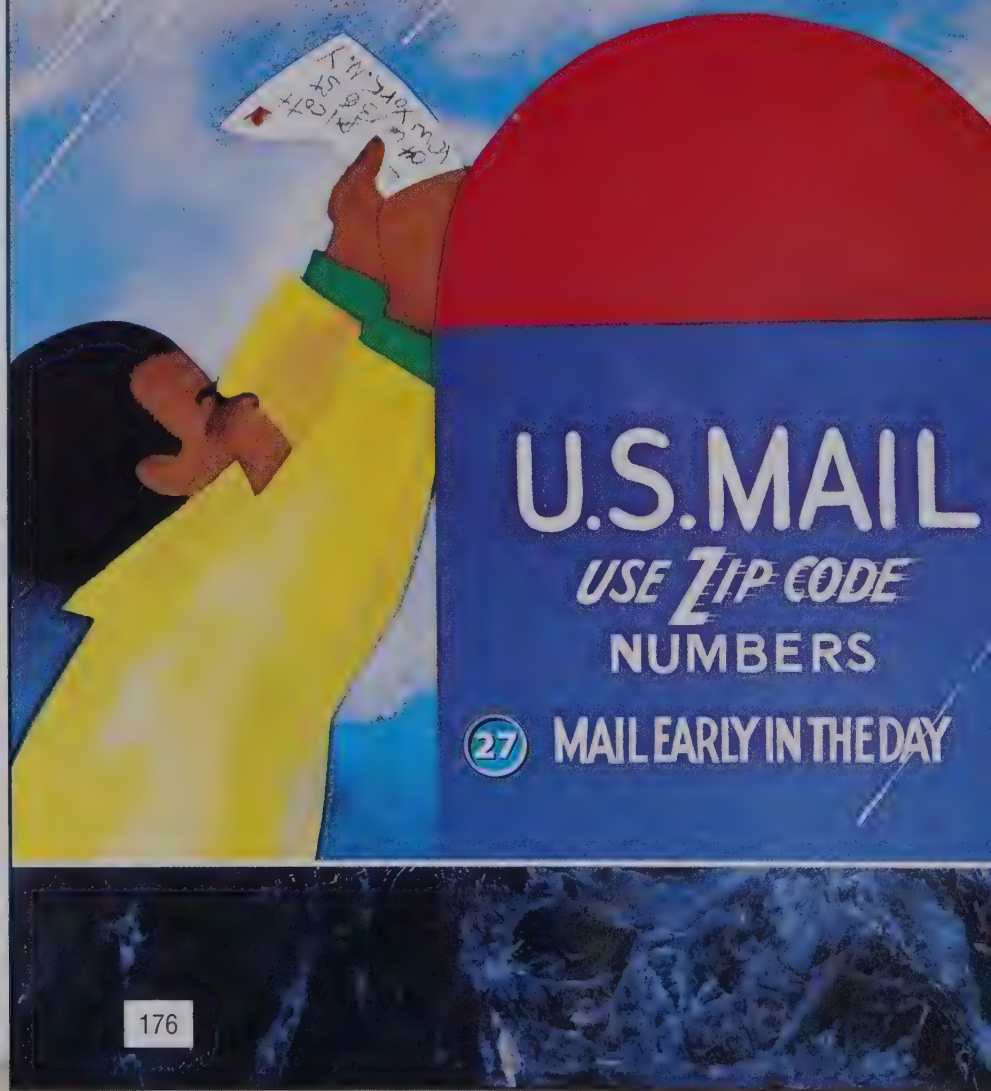
# Guided Instruction

**26** Amy has run away crying. Who would like to pretend to be Amy and make a face that shows us how she feels right now?  
*Pantomime*

## TEACHING TIP

**INSTRUCTIONAL** Asking children to describe each illustration, telling what the characters are doing and what their expressions are, will aid comprehension as children read the text.

Quickly he stuffed the letter into the mailbox.  
**26** He looked for Amy, but she had run off crying.



176

## Activity

### Cross Curricular: Math

**MAIL SORTING** List on the chalkboard the headings *Magazines, Cards/Letters, Catalogs, Newspapers, and Total*. Tell children Peter's family received the following mail and: 5 newspapers, 2 magazines, 4 catalogs, and 9 cards and letters. Small groups can make graphs (line or bar) of

the results. Invite groups to share their results with the class.

► **Mathematical/Spatial**





## Guided Instruction

**27** Look at the mailbox. What two tips are written on the box? (*Use zip code numbers; Mail early in the day.*) **Use Illustrations**

**28** How do you think Peter will feel about Amy crying? (*He will feel bad and sorry.*) **Make Predictions**

**STRUCTURAL CLUES** Look at the first sentence on page 176. What is the third word in the sentence? (*stuffed*) What clues can you find to the word's meaning?



### PREVENTION/INTERVENTION

**STRUCTURAL CLUES** Write *stuffed* on the board. Cover *ed* with your hand and ask children to read the base word. Uncover *ed* and tell them that the *ed* ending means an action happened already. Help children understand that knowing that *stuff* means *put into* helps us know the meaning

for the word *stuffed*. Write *bump*, *mail*, *chase*, and *wave* in a column on the chalkboard. Have a volunteer add *ed* to the end of the word *bump*. Have children read the word out loud. Have another volunteer use the past-tense verb in a sentence. Repeat the process for all the verbs.



# Guided Instruction

**29** Let's look at the word *reflection* on page 178. What picture and word clues tell you that a reflection is a likeness of yourself? (the upside-down picture of Peter and Willie on the wet street; *saw his*.) **Context Clues**

**30** How does Peter's reflection look? (all *mixed-up*) Do you think there is a connection between the way Peter's reflection looks and the way he feels inside? (Peter probably feels mixed up inside because he wanted to surprise Amy but hurt her feelings instead.) **Character**

**TRACKING PRINT** Point to the first word in the first sentence. Let's read it aloud.

**29** Now she'll never come to my party, thought Peter.  
**30** He saw his reflection in the street.  
**31** It looked all mixed up.

178



## PREVENTION/INTERVENTION

**TRACKING PRINT** Remind children that sentences begin with capital letters and end with punctuation: periods, question marks, or exclamation

points. Have children identify the number of sentences on p. 178, and where each sentence begins and ends.



## Guided Instruction

- 31** **Phonics** /ou/ow Point to the first word on page 178 with your finger. (*Now*) What are some words that rhyme with *Now* and have the same spelling for the /ou/ sound? Can you change the first letter of *Now* to make a new word with the same vowel sound? (*how, bow, wow, cow*) **Letter Substitution**



## Guided Instruction

- 32 Peter mailed his letter to Amy without spoiling the surprise. Why do you think he is feeling so sad? (He's worried that Amy is angry with him and won't come to his party.)  
*Make Inferences*

- 32 When Peter got back to his house, his mother asked,  
33 "Did you mail your letter?"  
34 "Yes," he said sadly.



## Guided Instruction

- 33 What do you think would have happened if Peter had let Amy see the letter? (The special surprise would have been ruined; Amy would have been happy.)

*Character/Plot*

- 34 **Pronics** /ou/ou When Peter got back to his . . . Let's sound out this next word. Remember to blend the sounds of the letters together: h ou se, house. *Blending*

## Minilesson

### REVIEW/MAINTAIN

### Summarize

Remind children that it is a good idea to occasionally stop and summarize what has happened so far in a story.

- Begin the summary for children by saying, "Peter wrote Amy a letter inviting her to his birthday party."
- Have children add other events to the summary.

**Activity** Have children draw pictures that show what has happened so far in the story.



# Guided Instruction

**35** What day is it? Where is the party taking place? (*Saturday; at Peter's house*) Can anyone remember what time the guests were told to arrive? (*two o'clock*) *Setting*

**PHONOLOGICAL AWARENESS**  
Listen as I read this sentence. *Saturday came at last.* Which word is the longest? (*Saturday*) How many syllables does it have? (*three*)

**35** Saturday came at last.  
Everybody arrived but Amy.



182



## PREVENTION/INTERVENTION

### PHONOLOGICAL AWARENESS

Lead children in clapping out the number of parts, or syllables, in the word *Saturday* as you say each syllable aloud. Explain that you can clap to “hear” the syllables in a word. Ask children to show how many syllables are

in *Saturday* by clapping their hands.

Then have children use the same method to identify the syllables in the word *everybody*. As necessary, ask volunteers to take turns clapping the syllables in other words.



## Guided Instruction

“Shall I bring the cake out now?” his mother asked Peter.

“Let’s wait a little,” said Peter.

“Now! Bring it out now!” chanted the boys. **36**

“All right,” said Peter slowly, “bring it out now.” **37**



183

**36** **Phonics** /oi/oy Let’s reread the third sentence. Point to the last word in the sentence. Let’s sound it out: b\_oy\_s, boys. **Blending**

**37** Why do you think Peter wants his mother to wait before bringing out the cake? (Amy hasn’t come yet, and he is hoping she will still show up.) **Make Inferences**

### Minilesson

#### REVIEW/MAINTAIN

#### Make Inferences

Tell children that sometimes an author doesn’t tell us what characters are feeling and we have to figure it out for ourselves.

- Have children look at the picture on page 182 and tell how Peter looks.
- Ask children to discuss how they would feel if someone they wanted at their party didn’t come.

**Activity** Have children look at the picture on page 183. Have them discuss how the other boys seem to be feeling and why.



# Guided Instruction

**38** How do you think Peter feels about Amy's arrival? (*surprised, happy*) How can you tell? (*The expression on his face; all along he wanted her to come to the party.*) How does Eddie feel? (*surprised, a bit disappointed*) How can you tell? (*He says *ugh* when he sees her.*) *Make Inferences*

**39** Do you think Peter cares whether Eddie and the others are happy to see her? Why or why not? (*No, because he is happy that Amy is not mad at him.*) *Character*



**38** Just then the door opened.  
In walked Amy with her parrot.  
**39** “A girl—ugh!” said Eddie.

184



## CULTURAL PERSPECTIVES

**BIRTHDAYS** Share these traditions with children:

- In Cuba, children are allowed to stay home from school on their birthdays.
- In Denmark, the national flag is flown outside the house to signify that someone who lives there is having a birthday.

**Activity** Have children share family birthday traditions with the class. Then have children work in pairs to imagine a new way to celebrate a birthday.

► **Interpersonal/Kinesthetic**





## Guided Instruction

“Happy Birthday, Peter!” said Amy. **40**  
 “HAAPPY BIRRRTHDAY, PEEETERRR!” **41**  
 repeated the parrot.



185

**40** Look at Amy’s expression and read what she says. How do you think Amy feels about Peter now? (She is happy to be at the party; she has probably forgiven Peter because she now understands what happened.) *Make Inferences*

**41** Let’s look at how Amy’s parrot says, “Happy birthday, Peter!” Why do you think the parrot’s words are all in capital letters, and why are some letters repeated in each word? (because the parrot spoke loudly and drew out his words) Let’s all say “Happy birthday, Peter!” as the parrot said it. *Author’s Craft*

### Minilesson

#### REVIEW/MAINTAIN

#### Main Idea

Explain that the main idea tells what a story is about in just one or two sentences.

Work with children to write one or two sentences that tell the main idea of this story. Have them:

- reread the title of the story.
- recall what the important problems were and how they were solved.
- think about how the story ends.

**Activity** Have children write the main idea of the story on a big paper umbrella. Have children make drawings that show supporting details. Post the drawings under the umbrella.



# Guided Instruction

**42** **PROBLEM AND SOLUTION** It looks like Peter's problem has been solved. Amy came to the party after all! Let's write that in our chart.

PROBLEM	SOLUTION
Peter forgot to write the day and time on the invitation.	He wrote the day and time on the envelope.
The letter to Amy blew away.	Peter chased the letter.
Amy was going to see the letter.	Peter caught the letter.
Peter knocked down Amy and made her upset.	Amy understood what happened and came to the party.

**RETELL THE STORY** Ask children to work in groups to retell the story. Encourage children to review their Problem/Solution charts to help them remember what happened in the story. *Summarize*

## STUDENT SELF-ASSESSMENT

Have children ask themselves the following questions to assess their reading:

- How did I use what I know about the characters' problems and the way they are solved to help me understand the events in this story?
- How did I use what I know to help me read and understand the words in the story?

### TRANSFERRING THE STRATEGIES

- How can I use these strategies to help me when I read other stories?



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## REREADING FOR Fluency



Children who need fluency practice can take turns reading in pairs.

**READING RATE** You may want to evaluate an individual child's reading rate. Have the child read aloud from *A Letter to Amy* for one minute. Ask the child to place a self-stick note after the last word read. Then count the number of words the child has read.

Alternatively, you could assess small groups or the whole class together by having children count words and record their own scores.

A Running Record form provided in **Diagnostic/Placement Evaluation** will help you evaluate reading rate(s).



# Guided Instruction

## Return to Predictions and Purposes

Review with children their story predictions. Were their predictions correct? Did they find out what they wanted to know?

PREDICTIONS	WHAT HAPPENED
The boy loses his letter.	Peter's letter blows away on the way to the mailbox.

## INFORMAL ASSESSMENT

### HOW TO ASSESS

**/ou/ow, ou; /oi/oi, oy** Have children turn to page 183. Ask them to read aloud the third sentence. Make sure they pronounce *out*, *now*, and *boys* correctly.

**PROBLEM AND SOLUTION** Remind children that Peter forgot to put the party's day and time on his invitation. Have children tell you how he solved this problem.

### FOLLOW UP

**/ou/ow, ou; /oi/oi, oy** Provide additional /ou/ow, ou; /oi/oi, oy words and blend the sounds with children who are having difficulty.

**PROBLEM AND SOLUTION** If children have difficulty understanding what Peter's problems are and how he solved them, ask: How does Peter get his special letter back after it blows away?

But Peter made his own wish,  
and blew out all the candles at once.



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## LITERARY RESPONSE

**QUICK-WRITE** Ask children to write about their favorite part of the story, and to draw a picture to accompany their description.

**ORAL RESPONSE** Have children use their journal entries to discuss these questions:

- If you were Peter, what might you have done differently?
- Would you ever want to surprise a friend with an invitation?
- Do Peter or Amy remind you of anyone you know?



# Story Questions

Have children discuss or write answers to the questions on page 188.

## Answers:

1. The letter was blown out of Peter's hand.  
*Literal/Plot*
2. Peter is worried about what the other boys will think about having a girl at the party.  
*Literal/Character*
3. Answers will vary but probably focus on Peter's friendship with Amy.  
*Inferential/Character*
4. Answers will vary. Possible answer: Friendship. *Critical/Main Idea*
5. Answers will vary. Possible answer: If you let people know you care about them, they will come through for you.  
*Critical/Reading Across Texts*

**Write a Speech** For a full lesson related to this writing suggestion, see the lesson on persuasive writing on pages 191M–191N.

## Meeting Individual Needs

# Story Questions & Activities

READ TOGETHER

- 1 What happens to the letter when Peter tries to put it in the mailbox?
- 2 Why does Peter worry about inviting a girl to his party?
- 3 What do you think Peter wishes for? Tell why you think so.
- 4 What is this story mostly about?
- 5 If Peter met Luka from "Luka's Quilt," what kind of advice could they give each other to help solve their problems?

## Write a Speech

Imagine that you want to be president of your class. Write a speech explaining why you are the best person for the job. Include at least three good reasons to vote for you.

### EASY

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach **53**

#### Story Comprehension

Write sentences to describe each picture.



1. Peter is writing a letter to Amy. He is inviting her to his party.



2. A strong wind blows the letter out of Peter's hand.



3. Peter bumps into Amy. He is reaching for the letter.



4. Amy catches the letter. She carries a parrot in a cage.

A Letter to Amy

© Houghton Mifflin Harcourt Publishing Company

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### ON-LEVEL

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice **53**

#### Story Comprehension

Read each question. Fill in the circle in front of the answer.

1. Who did Peter write a letter to?  
☐ his mother   ☐ the boys   ☒ Amy
2. Why did Peter write the letter?  
☐ to tell the boys about a camping trip  
☒ to invite Amy to his birthday party  
☐ to tell his mother about a meeting at school
3. When was Peter's party?  
☐ Friday at 3   ☐ Tuesday at 5   ☒ Saturday at 2
4. What happened to the letter when Peter went to mail it?  
☒ The wind blew it out of Peter's hand.  
☐ Peter lost the letter.  
☐ Peter left the letter at home
5. Who did Peter bump into when he was chasing the letter?  
☒ Amy   ☐ the boys   ☐ a dog
6. How did Amy get the letter?  
☐ Peter handed it to her  
☒ Peter mailed it to her  
☐ Peter's mother brought it to Amy's house

A Letter to Amy

© Houghton Mifflin Harcourt Publishing Company

53

### CHALLENGE

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend **53**

#### Story Comprehension

Draw a cartoon that shows what happens in "A Letter to Amy." Write a sentence for each picture.


A Letter to Amy

© Houghton Mifflin Harcourt Publishing Company

53



## Write an Address

There are usually four lines to an address: the name, house or apartment number and street, city and state, and the ZIP code. Write a short note to a friend or relative. Put it in an envelope. Then address the envelope, put a stamp on it, and send it or give it to the person.

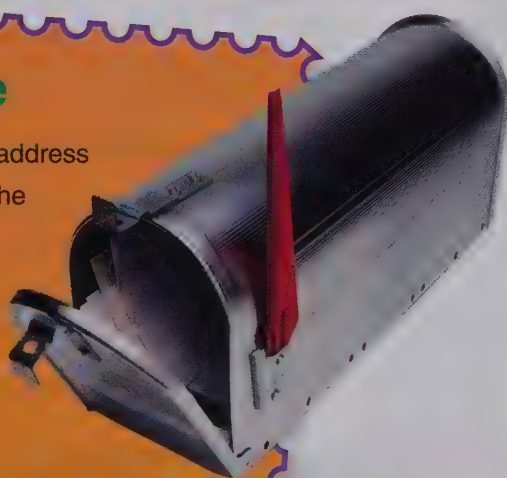


## Create a Card

Create a birthday card for someone you know. Draw or cut out a picture for the front of the card. Then, write a poem or other greeting for the inside that tells your feelings.

## Find Out More

Peter puts Amy's complete address on the envelope, including the ZIP code. What does ZIP stand for? Why are ZIP codes used? When did people start using them?



189

### DAILY **Phonics** ROUTINES

DAY  
3

**Fluency** Hold up index cards with words containing the sounds /ou/ and /oi/. Point to each word and ask children to blend the sounds silently. Then ask volunteers to read each word aloud.

**Phonics** CD-ROM

## Story Activities

### Write an Address

**Materials:** note paper, pens, envelopes, stamps



Ask children to bring from home a postage stamp and the address of someone to whom they want to write a note. Children may want to draft their notes before making the final copy.

### Create a Card

**Materials:** crayons, colored pens and pencils, old magazines, glue, construction paper or poster board



Have children begin by brainstorming ideas for their cards. Encourage them to personalize their cards by including pictures and/or words that express something about the recipient's interests or personality.

### Find Out More



**interNET  
CONNECTION**

Children can find these answers and other information about addresses and zip codes by visiting [www.mhschool.com/reading](http://www.mhschool.com/reading).

### FORMAL ASSESSMENT

After page 189, see Selection Assessment.



# Study Skills

## GRAPHIC AIDS



**OBJECTIVES** Children will read and use information from a diagram.

**PREPARE** Display **Teaching Chart 45**. Look at the diagram with children and ask for ideas about what it conveys.

**TEACH** Read the paragraph with children. Ask children to trace the path of the letter in the diagram as you reread the paragraph aloud.

**PRACTICE** Help children to use the diagram to answer questions 1–4. Review the answers with them. **1.** the mail box **2.** at a house **3.** at the mail box, at the post office **4.** mail box, post office, house

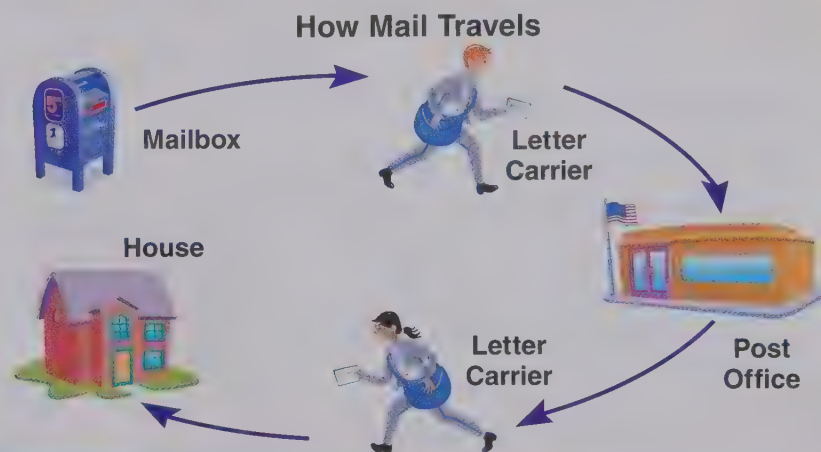
**ASSESS/CLOSE** Have children make diagrams showing the process of buying something at a store, making a sandwich, or another ordinary activity.

# STUDY SKILLS

READ TOGETHER

## Use a Diagram

Letter carriers pick up letters from mailboxes. They bring the letters to the Post Office. At the Post Office, workers sort the mail. Then the mail is put into trucks and delivered on mail routes.



Use the diagram to answer the questions.

- 1** Where does the route of the letter start?
- 2** Where does the route of the letter end?
- 3** Where does the mail carrier pick up letters?
- 4** Tell, in order, the places a letter goes as it travels along a mail route.

## Meeting Individual Needs

EASY	ON-LEVEL	CHALLENGE
<p>Name _____ Date _____ Reteach <b>54</b></p> <p><b>Mailing a Letter</b></p> <p>To mail a letter you have to write the address on the envelope. Every letter also needs a return address and a stamp.</p> <p>Study the sample envelope shown below.</p> <p>Answer the questions below with the sample letter shown above.</p> <ol style="list-style-type: none"> <li>Who wrote this letter? <b>Delia North</b></li> <li>To whom was it sent? <b>Dr. Amelia Portia</b></li> <li>What is needed to mail a letter? <b>a stamp</b></li> <li>What two zip codes are found on this letter? <b>57117</b></li> <li>What two states are shown on this letter? <b>SD and NJ</b> (or South Dakota and New Jersey)</li> </ol>	<p>Name _____ Date _____ Practice <b>54</b></p> <p><b>Mail a Letter</b></p> <p>Read the following paragraph. It describes step-by-step how mail is delivered.</p> <p>First, a truck takes the letter to the local post office. Then the postal workers sort the letters. Next, the carriers deliver the mail to the addresses shown on the envelopes. Then a person picks up his or her mail. Finally, the letter is opened.</p> <p>Look at the illustrations. Put them in the correct order using the numbers 1–5, with 1 being the first step in the mailing process and 5 being the last.</p>	<p>Name _____ Date _____ Extend <b>54</b></p> <p><b>Mail a Letter</b></p> <p>Draw a picture for each sentence. Write 1, 2, or 3 in the box to put the story in order.</p> <div style="display: flex; justify-content: space-around;"> <div>2</div> <div>1</div> <div>3</div> </div> <p>The workers at the Post Office sort the mail.      The letter carrier picks up letters from the mailbox.      The letter carrier delivers the mail.</p> <p>Write a sentence for each picture. Write 1, 2, or 3 in the box to put the story in order.</p> <div style="display: flex; justify-content: space-around;"> <div>2</div> <div>1</div> <div>3</div> </div> <p>Sentences will vary.</p>

Reteach, 54

Practice, 54

Extend, 54



# TEST POWER

Check your understanding of the story as you read it.



## DIRECTIONS:

Read the story. Then read each question about the story.

## SAMPLE

### Willie in the Apple Orchard

Willie took a walk around the apple trees. "I'll pick some apples so I can make a pie," thought Willie.

He climbed into a tree. He climbed higher and higher. Some branches bent when he stepped on them. He stopped and picked some apples. Then, he started to climb down.

SNAP! One of Willie's feet broke a branch. He slid down the tree. But he was able to grab the tree trunk. Willie put his other foot onto a big branch.

"Wow," said Willie, "that

was close. I better be more careful next time." He climbed down the tree. Then, he picked up his apples and went home to make his apple pie.

- 1 When Willie started to fall, he—
  - ☒ grabbed onto the tree's trunk
  - ☐ jumped out of the tree
  - ☐ began to cry
- 2 How does Willie feel when he starts to slide down the tree?
  - ☒ Scared
  - ☐ Sleepy
  - ☐ Lazy

## Test Power

THE PRINCETON REVIEW

### Read the Page

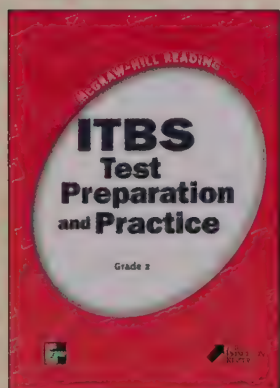
Explain to children that you will be reading this story as a group. You will read the story, and they will follow along in their books.

Request that children put pens, pencils, and markers away, since they will not be writing in their books.

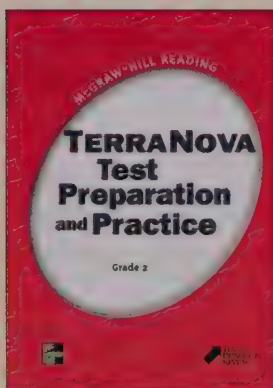
### Discuss the Questions

**QUESTION 1:** Instruct children to reread the part of the story where Willie fell. The story says that he grabbed the trunk.

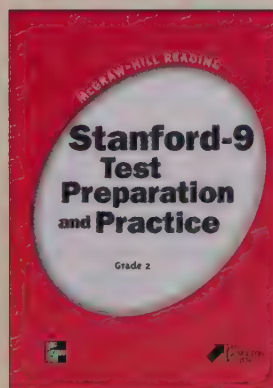
**QUESTION 2:** Remind children to look for clues in the story about the character's feelings. The clue to the answer is in the third sentence from the end, where Willie realizes that he'd "better be more careful" next time.



ITBS/TEST PREPARATION



TERRANOVA/TEST PREPARATION



SAT 9/TEST PREPARATION





## PUPIL SELECTION

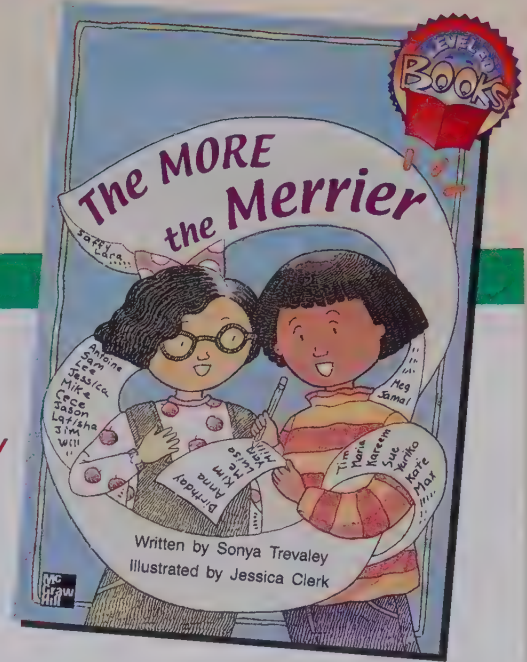
## EASY DECODABLE

# Leveled Books

# EASY

## The More the Merrier

- ☒ **Phonics** Diphthongs /ou/;/oi/  
☒ **Problem and Solution**  
☒ **Instructional Vocabulary:**  
*candles, corner, glanced,  
 repeated, special, wild*



## Answers to Story Questions

1. They are planning Danisha's birthday party.
2. Because they invited too many people, too.
3. Danisha as well as Mr. and Mrs. Croy invite too many people to a party in their small house. They move furniture and use the hall to make enough room instead of telling people they can't come.
4. A family that invites a lot of people to a party in a small house.
5. Answers will vary.

### Story Questions and Writing Activity

1. Why are Danisha and her family making plans?
2. Why are Mr. and Mrs. Croy not angry at Danisha for inviting too many children to her party?
3. What is the Croy's problem? How is the problem solved?
4. What is the story mostly about?
5. Imagine if Danisha wrote out invitations like Peter did in *A Letter to Amy*. How would this story be different?

## Floor Plan

You can see a floor plan of Danisha's house on page 11. It shows what's in each room. Make a floor plan of a room in your house. Show what's in the room, and label each thing.

from *The More the Merrier*

## Guided Reading

**PREVIEW AND PREDICT** Discuss each illustration up to page 7. As you take the **picture walk**, invite children to predict what the story might be about. Chart children's ideas.

**SET PURPOSES** Have children make posters that show why they want to read *The More the Merrier*. For example, children might draw pictures of birthday celebrations, including games and activities they may want to learn more about.

**READ THE BOOK** Use questions like the following to guide children's reading or to ask after they have read the story independently:

**Page 2:** Find the word *about*. What sound do the letters *ou* make in the word *about*?  
/ou/ The /ou/ sound is made up of two vowels that work together to make one sound. *Phonics and Decoding*

**Page 5:** Read the last sentence. Find the word *repeated*. Are there other words in the same sentence that can help you figure out the meaning of *repeated*? (every time)

**Vocabulary**

**Page 7:** What problem do you think Danisha may have? (There may not be enough room for everyone at her party.)  
*Problem and Solution*

**RETURN TO PREDICTIONS AND PURPOSES** Discuss children's predictions. Ask which were close to the story and why.

**LITERARY RESPONSE** Have children discuss the following questions:

- Were you surprised by the last “guest” at Danisha’s party? Do you think Danisha was?

Also see the story questions and activity in *The More the Merrier*.

See the  **Phonics** CD-ROM for practice using diphthongs /ou/ and /oi/.



# Leveled Books

## INDEPENDENT

### A Special Day for James

- ✓ **Phonics** Diphthongs /ou/;/oi/
- ✓ **Problem and Solution**
- ✓ **Instructional Vocabulary:**  
*candles, corner, glanced, repeated, special, wild*

## Guided Reading

**PREVIEW AND PREDICT** Take a **picture walk** through page 7 of the story with children. As children look at the illustrations, see if they can predict what the story will be about. Chart their ideas.

**SET PURPOSES** Have children write about why they want to read *A Special Day for James*.

**READ THE BOOK** Use questions like the following to guide children's reading or to ask after they have read the story independently:

**Page 7:** What is the problem James is having? (*He wants to go to the anniversary dinner, but he's not invited.*) **Problem and Solution**

**Page 11:** Find the word *repeated*. Try to use the word *repeated* in another sentence. **Vocabulary**

**Page 14:** Read the first sentence. What two words have the /ou/ sound? (*cowboys, cowgirls*) Which two letters make the /ou/

sound in both words? (*ow*) Continue reading the page. Can you find two more words with the /ou/ sound? (*around, sound*)

**Phonics and Decoding**

### RETURN TO PREDICTIONS AND PURPOSES:

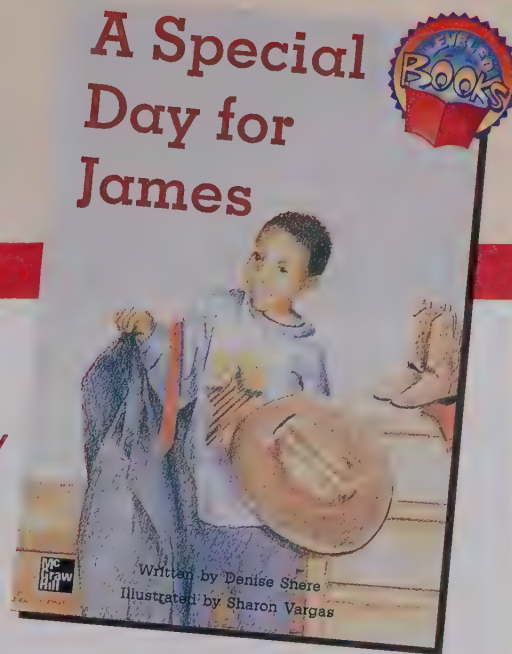
Discuss children's predictions and review their purposes for reading.

**LITERARY RESPONSE** Discuss these questions with children:

- Do you think James made a good decision when he decided to go to the rodeo?
- If you could have a special day like James, what would you spend it doing?

Also see the story questions and activity in *A Special Day for James*.

See the **Phonics CD-ROM** for practice using diphthongs /ou/ and /oi/.



### Answers to Story Questions

1. Get dressed up and go out to an anniversary dinner with them.
2. James knew he would have a difficult decision to make.
3. At first, he wasn't invited to go to the dinner. Then his parents made him feel welcome. That made him want to go all the more. James loves horses and dreams about being a cowboy.
4. The choice James makes between going out to special dinner with his parents and joining his class to be part of a rodeo parade.
5. Answers will vary.

### Story Questions and Writing Activity

1. What does James want to do with his parents?
2. Why was James not cheering with his classmates when he first heard about the rodeo?
3. How do you know that going to the rodeo and going out to dinner are special for James?
4. What is this story mostly about?
5. James had to choose between the anniversary dinner and the rodeo parade. He had help making his choice. Peter in *A Letter to Amy* has a choice to make, too. What is it? Does he get any help to make it?

### Come to the Rodeo!

Make a poster for the rodeo. Write two sentences telling people what they will see there.

from *A Special Day for James*





PUPIL SELECTION

## CHALLENGE

## Answers to Story Questions

1. The play will be performed in the classroom which is very small, so each child is only allowed two tickets. Tina needs four.
2. She is proud of her hard work and wants them all there to enjoy it.
3. Answers may vary, for example: some children may be sad; other children may only have two guests to bring.
4. A girl figures out a way to have her entire family see her perform in a class play.
5. They both want to invite someone somewhere.

## Story Questions and Writing Activity

1. At the beginning of the story, why can't Tina take her whole family to the play?
2. Why is it so important to Tina that her entire family come to the play?
3. How do you think the other children in the play feel about bringing two guests?
4. What is this story mostly about?
5. What problem do Tina and Peter from *A Letter to Amy* both have?

## Enough Tickets

All the students in Mrs. Brown's class have 2 tickets, but Tina needs 4. Three of her friends will each invite only 1 person. If each of these friends gives her 1 ticket, will Tina have enough tickets for her whole family? Write a sentence explaining how you found the answer.

from *Tina Finds a Way*

# Leveled Books

## CHALLENGE

## Tina Finds a Way

- ☒ **Phonics** Diphthongs /ou/;/oi/
- ☒ **Problem and Solution**
- ☒ **Instructional Vocabulary:**  
*candles, corner, glanced, repeated, special, wild*



## Guided Reading

**PREVIEW AND PREDICT** Discuss each illustration through page 5 of the story. As you take the **picture walk**, have children predict what the story will be about. Chart their ideas.

**SET PURPOSES** Have children write why they want to read *Tina Finds a Way*. For example: *I want to see how Tina solves her problem.*

**READ THE BOOK** Use questions like the following to guide children's reading or to ask after they have read the story independently:

**Page 3:** Find the word *out*. What sound do the letters *ou* make? (*ou*) **Phonics and Decoding**

**Page 9:** Can you find the word *special* on this page? What is Tina's father saying that is special? **Vocabulary**

**Page 11:** How do you think Tina felt about each family member's offer to stay at home so the others could go to the play? (*Tina was grateful but still upset.*) **Make Inferences**

**Page 12:** How did Tina finally solve her problem? (*She suggested the play be held in the lunchroom*) **Problem and Solution**

**RETURN TO PREDICTIONS AND PURPOSES** Discuss children's predictions and review their purposes for reading.

**LITERARY RESPONSE** Discuss these questions:

- What was your favorite part of the story?
- How else could Tina have solved her problem?

Also see the questions and activity in *Tina Finds a Way*.

See the **Phonics CD-ROM** for practice using diphthongs /ou/ and /oi/.



# Activities

## Anthology and Leveled Books

### Connecting Texts

#### EVENT CHARTS

Have children talk about what happened in the stories. Write the story titles on a chart. Discuss the special events that were occurring in each story and the problems that surrounded each of the events. Call on volunteers from each reading level and write their contributions on the chart.

A Letter to Amy	The More the Merrier	A Special Day for James	Tina Finds a Way
<ul style="list-style-type: none"> <li>Peter's birthday party</li> <li>Peter invites Amy, but after bumping into her, fears she won't come.</li> </ul>	<ul style="list-style-type: none"> <li>Danisha is having a birthday party.</li> <li>Fears she has invited too many people.</li> </ul>	<ul style="list-style-type: none"> <li>James's parents' anniversary dinner</li> <li>Rodeo parade</li> <li>James wants to attend parade but has already told parents he will go to dinner.</li> </ul>	<ul style="list-style-type: none"> <li>Tina's class play</li> <li>Tina doesn't have enough tickets to invite her entire family to the play.</li> </ul>

### Viewing/Representing

**GROUP PRESENTATIONS** Divide the class into four groups. Have each group pantomime one of the following activities: birthday party, rodeo, fancy restaurant dinner, school play. Have each group perform for the entire class.

**AUDIENCE RESPONSE** Ask children to pay attention to each group's presentation and try to identify the activities being pantomimed. Allow time for questions after each group presents.

### Research and Inquiry

**MORE ABOUT RODEOS** Have children ask themselves: What else would I like to know about rodeos? Then invite them to do the following:

- look at classroom and library picture books to learn more about rodeos.
- work in small groups to put on a mock rodeo performance for the class.



Have children go to [www.mhschool.com/reading](http://www.mhschool.com/reading) for more information and activities focusing on rodeos.



Children can write and draw what they learned about rodeos in their journals.



TESTED  
OBJECTIVES

Children will:

- review words with /ou/ow, ou and /oi/oi, oy.
- blend and read words with /ou/ow, ou and /oi/oi, oy.

## MATERIALS

- Teaching Chart 46

SPELLING/PHONICS  
CONNECTIONS

Words with /ou/ow, ou and /oi/oi, oy: See the 5-Day Spelling Plan, pages 191Q–191R.

ALTERNATE TEACHING  
STRATEGY

**PHONICS:** /ou/ow, ou;  
/oi/oi, oy

For a different approach to teaching this skill, see page T70.

# Review /ou/ow, ou and /oi/oi, oy

## PREPARE

Listen for /ou/  
and /oi/

Read the following sentences aloud and have children raise a hand whenever they hear a word with the /ou/ or /oi/ sound.

- The boy walked out of his house. He pointed to the clouds and shouted, "You'd better not rain and spoil my birthday party!"

Review with the children that the letters ow and ou make the /ou/ sound; oi and oy make the /oi/ sound.

## TEACH

**BLENDING**  
Model and Guide  
Practice with  
/ou/, /oi/ Words

now	shout	noise	boy
<u>c</u> ow	<u>o</u> ut	sp <u>oi</u> l	en <u>jo</u> y
fl <u>ow</u> er	cl <u>ou</u> ds	p <u>oi</u> nt	s <u>oi</u> y
t <u>ow</u> er	l <u>ou</u> d	c <u>oi</u> n	t <u>oy</u>

Teaching Chart 46

- Display **Teaching Chart 46**.
- Point to and read the word *now* in the first column.
- Ask children to name the letters that make the sound /ou/. (*ow*)
- In the second row, write *ow* in the blank space after *c*. Run your hand under the letters and blend the sounds. Say the word *cow*. Ask children to read the word and use it in a sentence.
- Continue by modeling the first word in the other columns.

Use the Word in  
Context

Ask children to use the words in sentences to reinforce their meaning. Example: *The cow is an animal that lives on a farm.*

Repeat the  
Procedure

Continue the activity, following the same steps for the other columns in the chart to build, blend, and read words with the /ou/ and /oi/ sounds.



## PRACTICE

**SEGMENTING**  
Identify Words  
with /ou/ow, ou  
and /oi/oi, oy



Write the following words on the chalkboard: *boil, clown, toys, loud, oil, frown, boy, point, hour*. Invite volunteers to underline letter pairs that spell the /ou/ sound and the /oi/ sound in each word. Then have each child copy /ou/ow, ou words onto one list (*clown, loud, frown, hour*), and /oi/oi, oy words onto another list. (*boil, toys, boy, point*)

► **Linguistic/Visual**

## ASSESS/CLOSE

**Read and Use**  
Words with  
/ou/ow, ou and  
/oi/oi, oy

To assess children's ability to blend and read words with /ou/ow, ou and /oi/oi, oy, observe their work on the Practice activity. Ask each child to read aloud one /ou/ and one /oi/ word from his or her lists. Ask each child to write a sentence using both words. Build a class word wall of /ou/ and /oi/ sentences. Then read with children the phonics rhyme "The Lost and Found Kite" on page 157 in their anthologies.

## ADDITIONAL PHONICS RESOURCES

Phonics/Phonemic Awareness  
Practice Book,  
pages 51–54

McGraw-Hill School  
**TECHNOLOGY**

**Phonics CD-ROM**

activities for practice with  
Discriminating and Segmenting



## DAILY Phonics ROUTINES

**DAY 4**

**Writing** Have children copy "How now, brown cow?" from the board. Ask them to replace the words *brown* and *cow* with other words containing the same vowel sound.

**Phonics CD-ROM**

## SELF-SELECTED Reading

Children may choose from  
the following titles.

### ANTHOLOGY

- *A Letter to Amy*

### LEVELED BOOKS

- *The More the Merrier*
- *A Special Day for James*
- *Tina Finds a Way*

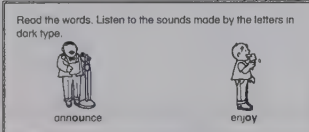
Bibliography, pages T82–T83

## Meeting Individual Needs for Phonics

### EASY

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach 55

/ou/ ow, ou and /oi/ oi, oy



Write the word from the box that names the picture.

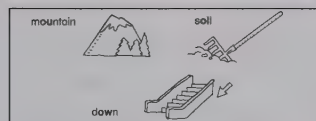
point count frown spoiled



### ON-LEVEL

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice 55

/ou/ ow, ou and /oi/ oi, oy



Read each word. Then unscramble the letters to make a word that rhymes.

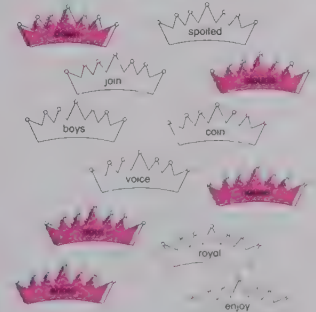
- |           |       |       |
|-----------|-------|-------|
| 1. soil   | lio   | oil   |
| 2. gown   | ndiwo | clown |
| 3. blouse | soehu | house |
| 4. join   | inco  | coin  |
| 5. found  | onusd | sound |
| 6. noise  | ysbo  | boys  |

### CHALLENGE

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend 55

/ou/ ow, ou and /oi/ oi, oy

Color the crowns that have words with the same middle sound as the words: *crow* and *proud*.



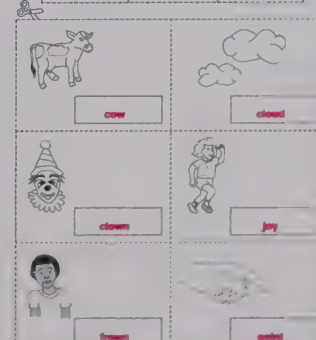
Choose one word. Use it in a sentence: *down, clouds, pout, house, and shout.*

### LANGUAGE SUPPORT

Name \_\_\_\_\_ Date \_\_\_\_\_

Picture-Word Cards

clown	joy	cloud
frown	point	cow



40 A Letter to Amy is a language support. Blackline Master 55

**Reteach, 55**

**Practice, 55**

**Extend, 55**

**Language Support, 60**



TESTED  
OBJECTIVES

Children will:

- review /ou/ow, ou; /oi/oi, oy; /ü/ew.
- blend and read words with /ou/ow, ou; /oi/oi, oy; /ü/ew.

## MATERIALS

- Teaching Chart 47
- index cards

# Review /ou/ow, ou; /oi/oi, oy; /ü/ew

## PREPARE

Review Symbols  
for /ou/, /oi/, /ü/

Remind children that the sounds /ou/ and /oi/ can be spelled with *ow*, *ou* and *oi*, *oy* respectively. Also review that the /ü/ sound is spelled with *ew*.

## TEACH

**BLENDING**  
Model and Guide  
Practice with /ou/  
/oi/ and /ü/ Words

ou/ow	oi/oy	ew
t <u>ow</u> n	co <u>in</u>	ble <u>w</u>
hou <u>se</u>	jo <u>y</u>	thre <u>w</u>
bro <u>wn</u>	bo <u>il</u>	che <u>w</u>
cl <u>ou</u> d	spo <u>il</u>	
	to <u>y</u>	

Teaching Chart 47

- Display **Teaching Chart 47** and point to the vowel spellings at the top. Tell children they can make words by writing one of these vowel spellings in the blank space.
- Write *ow* in the first underlined space, and blend the letters together to read the word *town*. Repeat with children.
- Invite a volunteer to complete the next word in the column. Blend and read the word *house*. Have volunteers complete the first column.

**Use the Words in Context**

Have children use the words in sentences to reinforce their meanings. Example: *I live in a small town.*

**Repeat the Procedure**

Continue the activity to build, blend, and read /oi/ and /ü/ words in the second and third columns of the chart.



## PRACTICE

**IDENTIFYING**  
Draw and Label  
Pictures with  
/ou/ow, ou; /oi/oi,  
oy; and /ü/ew  
Words



Distribute index cards to pairs of children. Have children draw pictures of a scene that has things in it whose names have the sounds /ou/, /oi/, and /ü/ spelled ew. Have them write the names of the things with these sounds on the back of the card. Ask pairs to trade picture cards and identify the items in the picture with these sounds.

► **Linguistic/Spatial/Kinesthetic**

## ASSESS/CLOSE

**Discriminate**  
Among /ou/ow,  
ou; /oi/oi, oy;  
and /ü/ew

To assess children's ability to build and read words with /ou/ow, ou; /oi/oi, oy; and /ü/ew, observe their work on the Practice activity. Ask each child to read and spell aloud a word with each sound. Have the class make a word wall of their index cards from the Practice activity, sorted by vowel sounds.

## ADDITIONAL PHONICS RESOURCES

Phonics/Phonemic Awareness  
Practice Book,  
pages 51–54

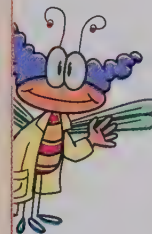
McGraw-Hill School

TECHNOLOGY



Phonics CD-ROM

activities for practice with  
Discriminating and  
Segmenting



## DAILY Phonics ROUTINES

DAY 5

**Writing** Have pairs write silly, fun sentences using words with the sounds /ou/ and /oi/. Ask them to read their sentences aloud.



CD-ROM

## ALTERNATE TEACHING STRATEGY

**WORDS WITH**  
/ou/ow, ou; /oi/oi, oy;  
and /ü/ew

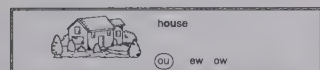
For a different approach to teaching this skill, see page T68.

## Meeting Individual Needs for Phonics

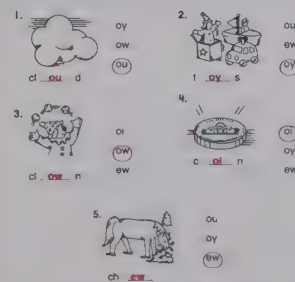
### EASY

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach 56

/ou/ow, ou; /oi/oi, oy; /ü/ew



Name each picture. Circle the letters that complete the name. Then write these letters on the line.



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### ON-LEVEL

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice 56

/ou/ow, ou; /oi/oi, oy; /ü/ew

Write a word from the box to complete each rhyme.

down flew sound toy spoil mouse

- Playing with this toy fills me with joy.
- A little white mouse lives under my house.
- Would you frown if you fell down?
- The wind blew and the birds flew.
- The howling sound was made by a hound.
- Wrap the food in foil or else it will spoil.

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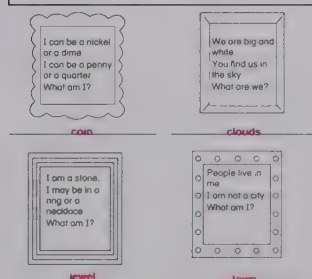
### CHALLENGE

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend 56

/ou/ow, ou; /oi/oi, oy; /ü/ew

Read each riddle. Write the answer. Use words from the box.

coin clouds cowboy town jewel



Find the word in the box that you did not use. Write a riddle for it on a piece of paper.

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### LANGUAGE SUPPORT

Name \_\_\_\_\_ Date \_\_\_\_\_

You Draw It!



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**TESTED OBJECTIVES**

Children will make and explain inferences.

**MATERIALS**

- Teaching Chart 48

**TEACHING TIP**

**INSTRUCTIONAL** Tell children that they can find clues in illustrations and chapter headings as well as in the text. Have them look at the pictures in other reading selections, and make inferences about what is going on in the story.

# Introduce **Make Inferences**

**PREPARE**

**Review Make Inferences**

Remind children that they can figure out what is happening in a story by looking for clues in the words and by thinking about what they already know.

**TEACH**

**Read "A Surprise" and Make Inferences**

Display **Teaching Chart 48** and ask volunteers to read aloud the passage. Have children discuss what they think is happening, and what clues they can use to figure it out.

**A Surprise**

Frank's parents sent notes to his friends, but didn't tell Frank. One night, after Frank went to sleep, his dad baked a cake. His mom frosted the cake and hid it. Then they blew up some balloons, and hid them, too. They asked Frank's best friend Ken to take Frank to a movie the next day. When they got back to the house after the movie, there were balloons tied to the door. What do you think Frank found inside the house?

**Teaching Chart 48**

**MODEL** The author hasn't told me exactly what is happening, but it sounds like Frank's parents were getting ready for a birthday party. They didn't let Frank know they made a cake and blew up balloons, so it is probably a surprise party.



## PRACTICE

### Identify Clues for Making Inferences



Have children list the clues that led them to believe that Frank's parents were having a surprise party. Then have them add their own clues — other things Frank's parents might have done to prepare the party without his finding out. ► **Logical**

## ASSESS/CLOSE

### Make Inferences About Real-Life Situations

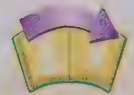
Ask children to think about a real-life situation, such as missing a bus while running late, telling a parent he or she broke a window by accident, or walking into a surprise birthday party. Ask them to write a few sentences about the situation, to give the readers clues about what is going on without telling what exactly is happening. If this is difficult, have them draw a picture, or act out the situation, to give them ideas for sentences.



## ALTERNATE TEACHING STRATEGY

### MAKE INFERENCES

For a different approach to teaching this skill, see page T69.



## LOOKING AHEAD

Children will apply this skill as they read the next selection, *The Best Friends Club*.

## Meeting Individual Needs for Comprehension

### EASY

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach 57

#### Make Inferences

Use word clues to help you figure out parts of the story that are not stated directly in the story.

Ted worked hard.  
He swam in the pool.  
He won. Everyone cheered for him.

Ted was \_\_\_\_\_  
☒ happy  
☐ sad  
☐ scared

Read each story. Then fill in the circle next to the answer.

Jill's zipper broke on her coat.  
It is a long walk home in the snow. Jill starts to shiver.

1. Jill is \_\_\_\_\_  
☐ afraid  
☒ cold  
☐ excited

Bob ran five miles on the track. Then he went to work. Bob can hardly keep his eyes open.

2. Bob is \_\_\_\_\_  
☐ happy  
☐ upset  
☒ tired

Tina can't find her mother in the store. She looks all around. Soon she starts to cry.

3. Tina is \_\_\_\_\_  
☐ scared  
☒ cheerful  
☐ hot

Sam's cat is lost. Sam puts signs all around town. He asks if anyone has seen his pet. He looks for him every day.

4. Sam is \_\_\_\_\_  
☐ excited  
☐ sleepy  
☒ worried

### ON-LEVEL

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice 57

#### Make Inferences

Read the riddles. Then write the place name that solves each riddle.

1. I watch the monkey. Then I see the seals in their pool.  
Where am I? zoo

2. When the bell rings, I sit down.  
I look on my desk and open my reading book. Where am I? school

3. I feed the birds. I play on the swings. Then I sit on a bench and eat lunch.  
Where am I? park

4. When the lights go down,  
I stop talking. Everyone is eating popcorn and watching the show.  
Where am I? movie theater

5. I jump in the water and swim to the side. The lifeguard waves to me. Where am I? swimming pool

### CHALLENGE

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend 57

#### Make Inferences



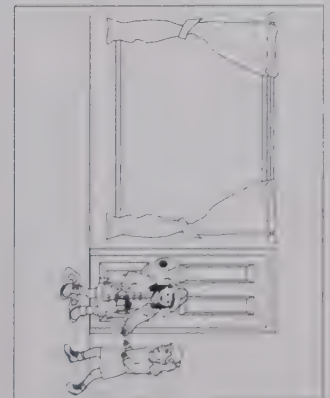
Is there a place you'd really like to visit? Write some facts about it, but don't write the name of it. Have someone read your facts and guess where you would like to go. Ask him or her to tell you which clues helped the most.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### LANGUAGE SUPPORT

Name \_\_\_\_\_ Date \_\_\_\_\_

#### What's It Like Out There?



Reteach, 57

Practice, 57

Extend, 57

Language Support, 62



TESTED  
OBJECTIVES

Children will read and use compound words.

## MATERIALS

- Teaching Chart 49

## LANGUAGE SUPPORT

## ESL

Present compound words as "equations." Write on the chalkboard and discuss such examples as:

- dog + house = doghouse
- birth + day = birthday
- fire + place = fireplace

# Introduce Compound Words

## PREPARE

## Introduce Compound Words

Write the words *rain* and *coat* on the chalkboard. Have children act out getting wet in the rain. Then have them pretend to put on a coat. Now write the two words as one word, *raincoat*. Point out that a raincoat is a coat worn in the rain. Explain that a compound word is a word that is made up of smaller words.

## TEACH

## Identify the Parts of a Compound Word

Read the word *raincoat* on **Teaching Chart 49** as you point to it with your finger. Ask a volunteer to choose the two smaller words that make up the word *raincoat*, and write them on the underlined spaces in the first row. Have another volunteer explain the meaning of the compound word and its parts. Repeat the process for the other words on the chart.



\_\_\_\_\_ + \_\_\_\_\_ = raincoat

\_\_\_\_\_ + \_\_\_\_\_ = mailbox

\_\_\_\_\_ + \_\_\_\_\_ = birthday

\_\_\_\_\_ + \_\_\_\_\_ = football

box	foot	rain	birth
coat	day	mail	ball

Teaching Chart 49

**MODEL** I know that a compound word is a long word made up of smaller words. To make a compound word, I need to add two words together, like *mail* and *box*. And once I know the meaning of the smaller words, I can figure out what the compound word means. A mailbox is a box for mail.



## Break Up Compound Words



## PRACTICE

Write the words *treehouse*, *notebook*, and *snowflake* on the chalkboard. Ask children to break each word into two smaller words. Have children write the smaller words and the compound word in equation form (\_\_\_\_ + \_\_\_\_ = \_\_\_\_), and then write sentences using the compound words. ► **Linguistic/Logical/Spatial**

## ASSESS/CLOSE

## Create and Use Compound Words

Write the word *house* on the chalkboard. Have children write as many compound words as they can think of that contain this smaller word (*birdhouse*, *farmhouse*, *townhouse*, and so on). Repeat the process with the word *ball*.

## ALTERNATE TEACHING STRATEGY

### COMPOUND WORDS

For a different approach to teaching this skill, see page T71.

## Meeting Individual Needs for Vocabulary

### EASY

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach 58

#### Compound Words

A compound word is made up of two smaller words. Think about what each small word in a compound word means. Then you will better understand the meaning of the compound word.  
Ann will have a **birthday** party.  
**birth** + **day** = **birthday**  
**Birthday** means "day of birth."

Read each sentence. Then fill in the blank with the correct word from the box.

snowman doghouse mailbox moonlight homework raincoat

1. A raincoat is a coat to wear in the rain.
2. A mailbox is a box for mail.
3. The light of the moon is called moonlight.
4. A snowman is snow made to look like a person.
5. Work you do at home is called your homework.
6. A doghouse is a house for a dog.

58

### ON-LEVEL

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice 58

#### Compound Words

Two small words make up a compound word. You can learn the meaning of a compound word from the meaning of each small word in it.

rain + coat = raincoat  
Lee wore her **raincoat** in the storm.

Circle the compound word. Then write the two small words in the compound word.

1. I will go to Willie's **birthday** party on Saturday.  
birth day
2. Someone found my book and returned it to me.  
some one
3. Anne put all the letters in the green **mailbox** on the corner of Oak Street.  
mail box
4. All the children played **outdoors** because it was so warm.  
out doors
5. Lisa found a **starfish** in the sand at the beach.  
star fish
6. **Everybody** came to our class play on Friday.  
every body

58

### CHALLENGE

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend 58

#### Compound Words

Each pair of pictures stands for a word. Read the words in the box. Write each word under the pictures it matches.

basketball starfish raincoat  
eyeglasses cowboy earring



Choose a word from the box that you did not use. Draw pictures for it. Have a friend guess the word.

Children will draw a star and a fish or an ear and a ring.

58

### LANGUAGE SUPPORT

Name \_\_\_\_\_ Date \_\_\_\_\_

#### Find the Right Picture



58





### GRAMMAR/SPELLING CONNECTIONS

See the 5-Day Grammar and Usage Plan on plural nouns, pages 1910–191P.

See the 5-Day Spelling Plan on words with /ou/ spelled *ou*, *ow*, and words with /oi/ spelled *oi*, *oy*, pages 191Q–191R.

### TECHNOLOGY TIP



Remind children to turn to the thesaurus for help if they find they are using the same word too many times. Children without a computer can find a print thesaurus at the library.

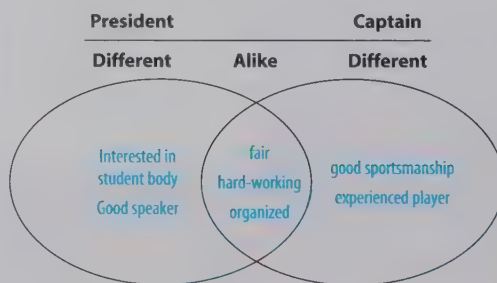
# Persuasive Writing

## Prewrite

**WRITE A SPEECH** Present this writing assignment: Imagine that you want to be president of your class or captain of your sports team. Write a short speech explaining why you are the best person for the job. Be sure to include at least three good reasons why the others should vote for you.

**BRAINSTORM IDEAS** Have children brainstorm some of the qualities that might make a person a good president or team captain. Ask them what qualities might be useful in both positions.

**Strategy: Create Venn Diagram** Have children create a Venn Diagram to organize their ideas.



Graphic Organizer, 14

## Draft

**EXPLAIN YOUR REASONS** Guide students to begin their drafts by stating what position they would like. Encourage them to respond to the traits listed in the Venn diagram by stating their own qualities. Invite them to include convincing ideas for making the class or team better.

## Revise

**SELF-QUESTIONING** Ask students to assess their drafts.

- Did I clearly state what job I want?
- What are my most convincing ideas?
- Did I describe why I'm the best person for the job?



Ask partners to read their speeches aloud to each other and make suggestions for improvements.

## Edit/Proofread

**CHECK FOR ERRORS** Children should reread their speeches for spelling, grammar, and punctuation.

## Publish

**SHARE THE SPEECHES** Children can read their speeches aloud in small groups. Encourage group members to discuss which reasons were the most convincing and why.

I would very much like to be class president. I would be the best person for the job for four reasons.

I am good at starting things. I am very organized. People also say I am very friendly. I will listen to everybody's ideas.

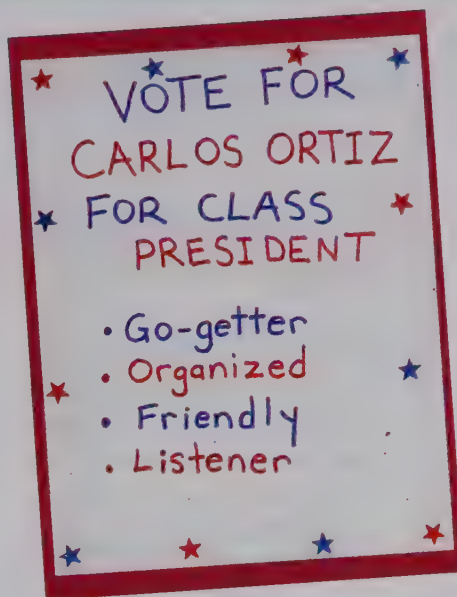
These are four reasons why I would be the very best person for class president: Vote for me!



## Presentation Ideas

**MAKE A BROCHURE** Have children design brochures or “handouts” to convince people to vote for them. Create a display of their brochures. ► **Viewing/Representing**

**DELIVER THE SPEECH** Ask children to deliver their revised speeches to the entire class. Encourage the audience to ask questions. ► **Speaking/Listening**



Consider students’ creative efforts, possibly adding a plus (+) for originality, wit, and imagination.

## Scoring Rubric

### Excellent

#### 4: The writer

- presents a convincing argument for her/his election as a class or team leader.
- offers carefully thought-out reasons based on her/his own abilities and ideas.
- makes a strong closing statement urging classmates to choose her/him.

### Good

#### 3: The writer

- clearly states an argument for her/his election as a team or class leader.
- presents her/his abilities and ideas in an organized ways.
- presents a solid closing statement.

### Fair

#### 2: The writer

- attempts to argue for her/his election as a team or class leader.
- may not present clear or adequate details on her/his abilities or ideas.
- may not present a clear or persuasive conclusion.

### Unsatisfactory

#### 1: The writer

- may not have a clear idea for a class or team position.
- may not state reasons why she/he is the person for the job.
- may not show a grasp of persuasive language.

**0:** The writer leaves the page blank or fails to respond to the writing task. The writer does not address the topic or simply paraphrases the prompt. The response is illegible or incoherent.

## COMMUNICATION TIPS

**REPRESENTING** Have children first close their eyes and visualize how their brochures will look.

**SPEAKING** Children should practice making their speech alone before delivering it to the class.

## LANGUAGE SUPPORT

### ESL

Ask ESL students to share their

speech outlines with English-fluent partners. Encourage them to review the outline together, revising the language and adding items as they go along. Then have ESL students rehearse their speeches with their partners before presenting them to the class.



Invite students to include their speeches or another writing project in their portfolios.

## Meeting Individual Needs for Writing

### EASY

**Political Cartoon** Students can design political cartoons showing why they would be the best person for class president or sports captain. Ask students to look at political cartoons in local or national newspapers before making their own.

### ON-LEVEL

**Telephone Call** Have students write a script for a telephone call promoting their candidacy. Encourage students to include such information as: why voters should vote for them, what their campaign slogan might be, what changes they will make, and so on.

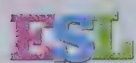
### CHALLENGE

**Campaign Plan** Invite students to make a plan for a week-long campaign to promote their candidacy. They might consider delivering speeches, handing out their brochures, or making telephone calls. Before writing out their plan, suggest students organize their ideas on a daily planner they can make.



# 5 Day Grammar and Usage Plan

## LANGUAGE SUPPORT



Have children place several of the same items on their desks —pencils, books, erasers, and so on. Then have them tell you how many they have. Make sure they name the items. Ask: What is different about most nouns when they name more than one thing? Help them see that most plural nouns end in -s.

## DAILY LANGUAGE ACTIVITIES

Write the Daily Language Activities on the chalkboard each day or use **Transparency 7**. Have students correct the sentences orally.

### Day 1

1. Peter wrote two letter to Amy. letters
2. He put three stamp on it. stamps
3. Many boy will be at the party. boys

### Day 2

1. Amy likes to go to partys. parties
2. Peter's foots got wet. feet
3. Did Peter has two coat? coats

### Day 3

1. Peter and Amy are in two citys. cities
2. How many dog does Peter have? dogs
3. Two flash of lightning scared Peter. flashes

### Day 4

1. Were there two box for mail on the corner? boxes
2. Rain fell from all the dark cloud. clouds
3. All the storys are about Peter. stories

### Day 5

1. How many class will be at the party? classes
2. Four mouses ate the cake. mice
3. All the child wore party hat. children; hats

Daily Language Transparency 7

DAY 1

## Introduce the Concept

**Oral Warm-Up** Write *I mailed two \_\_\_\_* on the board. Ask which word goes into the space: *letter* or *letters*. Explain that -s is usually added to a noun to mean more than one person or thing.

**Introduce Plural Nouns** *Singular* means one and *plural* means more than one. Present:

### Plural Nouns

- A **singular noun** names one person, place, or thing.
- A **plural noun** names more than one person, place or thing.
- Add -s to form the plural of most nouns.

Present the Daily Language Activity and have children correct orally. Then have children write a sentence with a singular noun and one with a plural noun.



Assign the daily Writing Prompt on page 156C.

Name \_\_\_\_\_ Date \_\_\_\_\_

GRAMMAR 39

### Plural Nouns

- A **singular noun** names one person, place, or thing.
- A **plural noun** names more than one person, place, or thing.
- Add -s to form the plural of most singular nouns.

The two boys smiled. Both towns are nearby.

I ate two apples.

Write the plural of each noun.

1. Please give me your chair. chairs
2. Put it in the corner. corners
3. The doctor is late. doctors
4. She is coming to the office. offices

GRAMMAR PRACTICE BOOK, PAGE 39

DAY 2

## Teach the Concept

### Review Singular and Plural Nouns

Review the practice of adding a final -s to form most plural nouns.

**Introduce Special Plural Forms** Many nouns have special plural forms. Present:

### Nouns With Special Plural Forms

- Add -es to form the plural of singular nouns that end in *s*, *sh*, *ch*, or *x*.
- To form the plural of nouns ending in a consonant and *y*, change *y* to *i* and add -es.
- Some nouns change their spelling to name more than one. (*man/men*, *woman/women*, *child/children*, *tooth/teeth*, *mouse/mice*, *foot/feet*)

Nouns with spelling changes in the plural form have to be memorized.

Present the Daily Language Activity. Then have children write two sentences, one with *man* and one with *men*.



Assign the daily Writing Prompt on page 156C.

Name \_\_\_\_\_ Date \_\_\_\_\_

GRAMMAR 40

### Write Plural Nouns

- Add -es to form the plural of nouns that end with *s*, *sh*, *ch*, or *x*.
- To form the plural of nouns ending in a consonant and *y*, change *y* to *i* and add -es.
- Some nouns change their spelling to name more than one.

Look at the words beside each picture. Circle the word that means more than one.

child children

glass glasses

box boxes

foot feet

penny pennies

GRAMMAR PRACTICE BOOK, PAGE 40



# Plural Nouns

DAY  
3

## Review and Practice

**Learn from the Literature** Review plural nouns. Read the sentence on page 165 of *A Letter for Amy*.

**Dark clouds** raced across it like wild horses.

Ask children to identify the plural nouns. Then ask them to identify the singular nouns that were made plural by adding -s.

**Use Plural Nouns** Present the Daily Language Activity and have children correct the sentences orally. Have children form the plurals of the words *sky*, *tooth*, *beach*, and *mouse*. Then have them use the plural forms of these words in sentences.



Assign the daily Writing Prompt on page 156D.

DAY  
4

## Review and Practice

### Review Singular and Plural Nouns

Write the singular forms of the nouns from the Daily Language Activities for Days 1 through 3 on the chalkboard. Ask volunteers to circle the nouns that have spelling changes in their plural forms. Review the rules for nouns that end in *s*, *sh*, *ch*, *x*, and *y*. Present the Daily Language Activity for Day 4.

**Mechanics and Usage** Before students do the daily Writing Prompt on page 156D, review the use of capital letters and commas.

### Capitalization and Commas

- Begin the greeting and closing in a letter with a capital letter.
- Use a comma after the greeting in a letter.
- Use a comma after the closing in a letter.



Assign the daily Writing Prompt on page 156D.

DAY  
5

## Assess and Reteach

**Assess** Use the Daily Language Activity and page 43 of the **Grammar Practice Book** for assessment.

**Reteach** Have children picture cards to illustrate singular and plural nouns. For example, tell them to draw a picture of one penny on the left side of the card and to write *penny* under the picture. Then ask them to draw a picture of three pennies on the right side of the card and to write the plural form *pennies* under the picture. Have children work in pairs to illustrate and write the singular and plural forms of other nouns.

Use page 44 of the **Grammar Practice Book** for additional teaching.




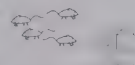


Assign the daily Writing Prompt on page 156D.

Name \_\_\_\_\_ Date \_\_\_\_\_ **REVIEW AND PRACTICE GRAMMAR 41**

**Write More Plural Nouns**

- A **singular noun** names one person, place, or thing.
- A **plural noun** names more than one person, place, or thing.
- Add -s to form the plural of most singular nouns.
- Add -es to form the plural of nouns that end with *s*, *sh*, *ch*, or *x*.
- To form the plural of nouns ending in a consonant and *y*, change the *y* to *i* and add -es.
- Some nouns change their spelling to name more than one.

Write the plural for each noun.

1. star	stars	
2. sky	skies	
3. mouse	mice	
4. tooth	teeth	
5. boy	boys	
6. box	boxes	
7. church	churches	
8. bush	bushes	
9. candy	candies	
10. fox	foxes	

Book 3, Unit 2  
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**GRAMMAR PRACTICE BOOK, PAGE 41**

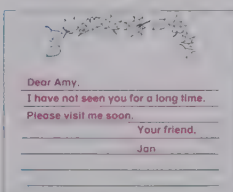
Name \_\_\_\_\_ Date \_\_\_\_\_ **REVIEW AND PRACTICE GRAMMAR 42**

**Letter Writing**

- Begin the greeting and closing in a letter with a capital letter.
- Use a comma after the greeting in a letter.
- Use a comma after the closing in a letter.

Write the letter on the lines.  
Use capital letters and commas where they belong.

dear amy  
I have not seen you for a long time. Please visit me soon.  
your friend  
jan



Dear Amy,  
I have not seen you for a long time.  
Please visit me soon.  
Your friend,  
Jan

Book 3, Unit 2  
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**GRAMMAR PRACTICE BOOK, PAGE 42**

Name \_\_\_\_\_ Date \_\_\_\_\_ **TEST GRAMMAR 43**

**Plural Nouns**

Read each question. Mark your answer.

- Which sentence has a plural noun?
  - ☐ a Did you see my cat?
  - ☐ b I looked all over the house.
  - ☐ c Cats know where to hide.
- Which sentence has a plural noun?
  - ☐ a The girl looked under the chair.
  - ☐ b The boy looked under the table.
  - ☐ c The women looked in the den.
- Which sentence has a plural noun?
  - ☐ a Who made this mess?
  - ☐ b Get some rags and clean it up.
  - ☐ c Someone will be here soon.
- Which sentence has a plural noun?
  - ☐ a The boxes are still dry.
  - ☐ b The boy's coat got wet.
  - ☐ c The glass got wet too.

Book 3, Unit 2  
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**GRAMMAR PRACTICE BOOK, PAGE 43**



# 5 Day Spelling Plan

## LANGUAGE SUPPORT



Write the spelling words with the /ou/ sound on the board and pronounce them. Have children take turns repeating them individually as you monitor their pronunciation. Then ask children to take turns coming to the board and underlining the letters that make the /ou/ sound in one of the words. Have the child say the sound, and then read the word to the class.

## DICTIONARY SENTENCES

### Spelling Words

- The boat is down there.
- She is out of the house.
- Can you point to the chief?
- Our first child was a joy.
- The house is green.
- The coin is for the bus.
- We can eat now.
- The bird is loud.
- The fields are brown.
- The cowboy is old.

### Challenge Words

- The candles can burn the tent.
- He glanced back to the house.
- She repeated the sound.
- I have a special bike.
- The buck is wild.

DAY 1

1

## Pretest

**Assess Prior Knowledge** Use the Dictation Sentences at left and **Spelling Practice Book**, Page 39 for the pretest. Allow students to correct their own papers. If students have trouble, have partners give each other a midweek test on Day 3. Children who require a modified list may be tested on the first five words.

### Spelling Words

- down
- out
- point
- joy
- house
- coin
- now
- loud
- brown
- cowboy

### Challenge Words

- candles
- glanced
- repeated
- special
- wild

Note: Words in **dark type** are from the story.

**Word Study** On page 40 of the **Spelling Practice Book** are word study steps and an at-home activity.

DAY 2

2

## Explore the Pattern

**Sort and Spell Words** Write and say the words *out* and *down*. Have students repeat the words and name the vowel sound they hear in each word. (/ou/) Then do the same for the words *point* and *joy*. (/oi/)

Ask students to read aloud the ten spelling words before sorting them according to sound and spelling pattern. Tell students that one word goes in two categories.

### /ou/ spelled

ou  
out  
house  
loud

ow  
down  
now  
brown  
cowboy

### /oi/ spelled

oi  
point  
coin  
cowboy

oy  
joy

**Spelling Patterns** Ask children: Which spelling of /oi/ usually appears at the end of a word? (oy) In the middle? (oi) How is /ou/ spelled at the end of a word or syllable? (ow)

Name \_\_\_\_\_ Date \_\_\_\_\_ SPELLING 39

### Words with /ou/, -ou, -ow; and /oi/, -oi, -oy

**Pretest Directions**  
Fold back your paper along the dotted line. Use the blanks to write each word as it is said to you. When you finish the test, unfold the paper, and correct any spelling mistakes. Practice those words for the Posttest.

**To Parents,**  
Here are the results of your child's weekly spelling. Please: You can help your child study for the Posttest by following these simple steps for each word on the word list.

1. Read the word to your child.  
2. Have your child write the word, saying each letter as it is written.  
3. Say each letter of the word as your child checks the spelling.  
4. If a mistake has been made, have your child read each letter of the correctly spelled word aloud and then repeat steps 1-3.

- down
- out
- point
- joy
- house
- now
- loud
- brown
- cowboy

### Challenge Words

candles  
glanced  
repeated  
special  
wild

18 Book 2/100-2  
A Letter to Amy

SPELLING PRACTICE BOOK, PAGE 39

WORD STUDY STEPS AND ACTIVITY, PAGE 40

Name \_\_\_\_\_ Date \_\_\_\_\_ SPELLING 41

### Words with /ou/, -ou, -ow; and /oi/, -oi, -oy

down point house coin brown  
out joy now loud cowboy

### Mail a Letter

Fill in the blanks below with spelling words that match each spelling pattern. One word will be used twice!

- ou      oy      oi      ow
1. out      4. joy      6. point      8. down
2. house      5. cowboy      7. coin      9. now
3. loud      10. brown
11. cowboy

### Spelling Patterns

Which spelling of /oi/ is usually found at the end of a word or syllable?

12. oy

Which spelling of /oi/ is found in the middle of a word?

13. oi

Which spelling of /ou/ may appear at the end of a word or syllable?

14. ow

Which spelling of /ou/ appears at the beginning or in the middle of a word?

15. ou

15 Book 2/100-2  
A Letter to Amy

SPELLING PRACTICE BOOK, PAGE 41



# Words with /ou/ow, ou and /oi/oi, oy

DAY

3

## Practice and Extend

### Word Meaning: Compound Words

Write the words *downtown*, *doghouse*, and *outside* on the chalkboard. Ask students to identify the spelling words that are contained in these compound words. Explain that a compound word is made of two smaller words. See if students can think of other compound words.

### Glossary

Have partners:

- write each Challenge Word.
- look up the definition of each Challenge Word in the Glossary. (Some words are listed under their base word.)
- write a sentence using a definition in place of each Challenge Word.
- exchange papers with each other and have each partner rewrite the other's sentences using the Challenge Word.

DAY

4

## Proofread and Write

**Proofread Sentences** Write these sentences on the chalkboard, including the misspelled words. Ask students to proofread, circling incorrect spellings and writing the correct spellings. There are two spelling errors in each sentence.

I have a houwe nou. (house, now)

The coyn is broun. (coin, brown)

Have students create additional sentences with errors for partners to correct.



Have students use as many spelling words as possible in the daily Writing Prompt on page 156D. Remind students to proofread their writing for errors in spelling, grammar, and punctuation.

DAY

5

## Assess and Reteach

**Assess Students' Knowledge** Use page 44 of the **Spelling Practice Book** or the Dictation Sentences on page 191Q for the posttest.

**Personal Word List** If students have trouble with any words in the lesson, have them add to their personal list of troublesome words in their journals. Have students write a context sentence for each word.

Students should refer to their word lists during later writing activities.

Name \_\_\_\_\_ Date \_\_\_\_\_ **SPELLING 42**

**Words with /ou/ -ou, -ow, and /oi/ -oi, -oy**

down point house coin brown  
out joy now loud cowboy

Write the spelling word to complete each sentence below.

- Peter had a birthday party at his house.
- His mom gave him a pair of cowboy boots.
- The toe of each boot came to a sharp point.
- Sam gave Peter an old silver coin.
- Peter's mom brought out a dark brown chocolate cake.
- There was a loud shout of "Happy Birthday!"
- "Blow the candles out," said his mom.
- Peter blew so hard the candles fell down.
- "Let's eat right now," said Peter.
- The house was filled with happiness and joy.

**Word Building**  
Be a word builder! Put the words together. Write the new words you can make.

11. dog + house = doghouse 12. out + side = outside

42 SPELLING PRACTICE BOOK, PAGE 42

Name \_\_\_\_\_ Date \_\_\_\_\_ **SPELLING 43**

**Words with /ou/ -ou, -ow, and /oi/ -oi, -oy**

**Proofreading Activity**  
There are six spelling mistakes in the party invitation below. Circle each misspelled word. Write the words correctly on the lines below.

Please come to my birthday party on Friday. Come as soon as school is out. Dive in a houwe on First Street. A real cowboi will be there. He will do rope tricks and sing loud songs. We'll have ice cream and cake. Bring this lucky dogme and you might win a special prize!

1. out 2. brown 3. house  
4. cowboy 5. loud 6. smart

**Writing Activity**  
Write a short story about what Peter's party was like. Use four of the spelling words in your story. Circle the spelling words you use.

43 SPELLING PRACTICE BOOK, PAGE 43

Name \_\_\_\_\_ Date \_\_\_\_\_ **SPELLING 44**

**Words with /ou/ -ou, -ow, and /oi/ -oi, -oy**

Look at the words in each set. One word in each set is spelled correctly. Use a pencil to color in the circle in front of that word. Before you begin, look at the sample sets of words. (Sample A has been done for you. Do Sample B by yourself. Write your answers; you know what to do, you may go on with the rest of the page.)

**Sample A**

1. ☐ now ☐ onlee ☐ onlee  
2. ☐ only ☐ onlee ☐ onlee  
3. ☐ only ☐ onlee ☐ onlee

**Sample B**

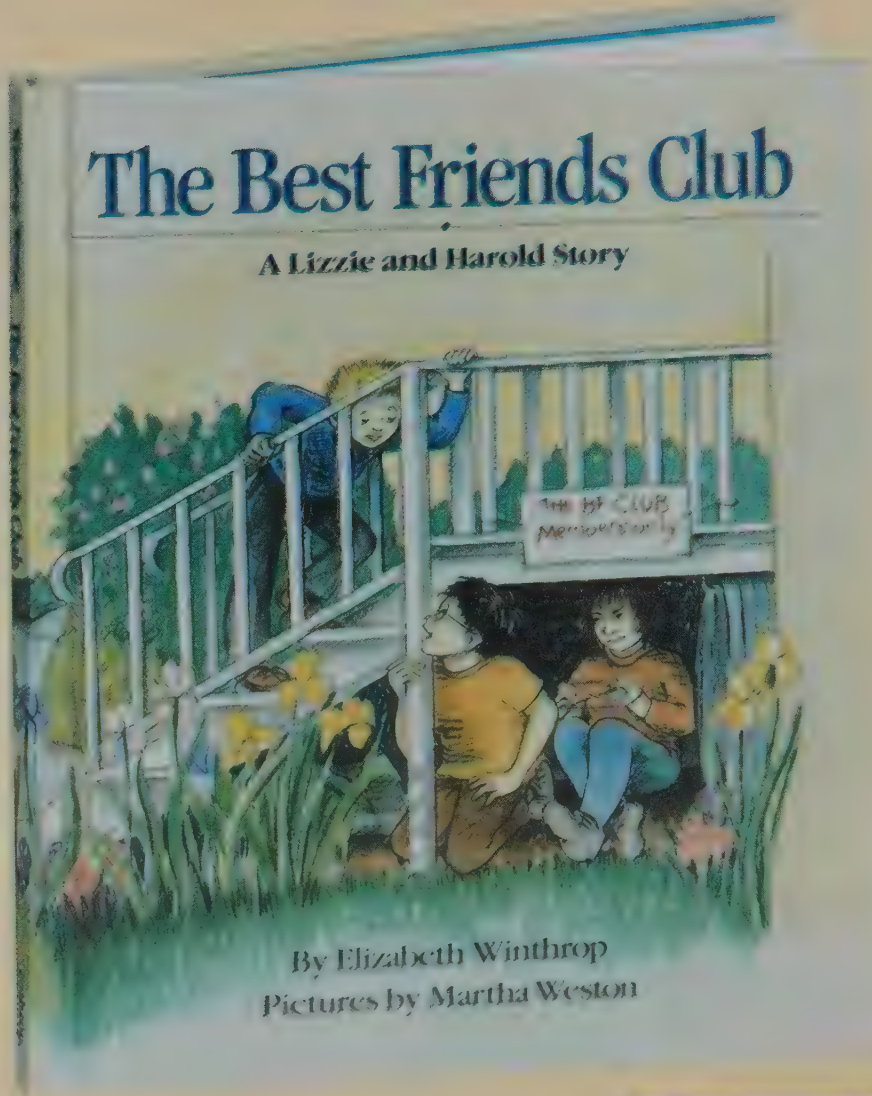
1. ☐ now ☐ onlee ☐ onlee  
2. ☐ only ☐ onlee ☐ onlee  
3. ☐ only ☐ onlee ☐ onlee  
4. ☐ only ☐ onlee ☐ onlee  
5. ☐ only ☐ onlee ☐ onlee  
6. ☐ now ☐ onlee ☐ onlee  
7. ☐ only ☐ onlee ☐ onlee  
8. ☐ only ☐ onlee ☐ onlee  
9. ☐ only ☐ onlee ☐ onlee  
10. ☐ only ☐ onlee ☐ onlee

44 SPELLING PRACTICE BOOK, PAGE 44



# The Best Friends Club

**Selection Summary** Children will read about a girl who starts a club, but learns that one person can't make all the rules.



Listening  
Library  
Audiocassette

**INSTRUCTIONAL**  
Pages T194–T215

**About the Author** Elizabeth Winthrop used her memories of childhood to write *The Best Friends Club*. She says, "I grew up with five brothers. Like Lizzie, I always made rules, but they paid no attention to me."

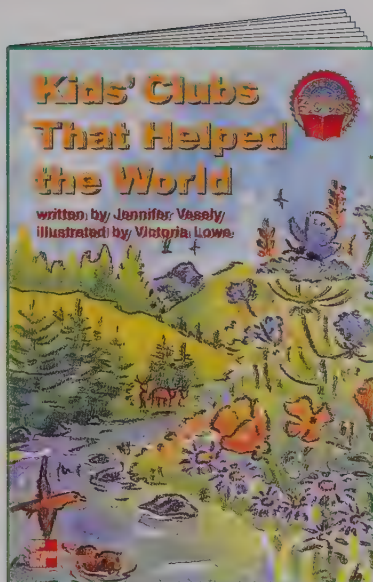


**About the Illustrator** Martha Weston enjoyed illustrating *The Best Friends Club* because she likes Lizzie so much. She explains, "As a child, I was really bossy and had to show everyone how to do everything. Lizzie is like that. I love her because she reminds me of myself."



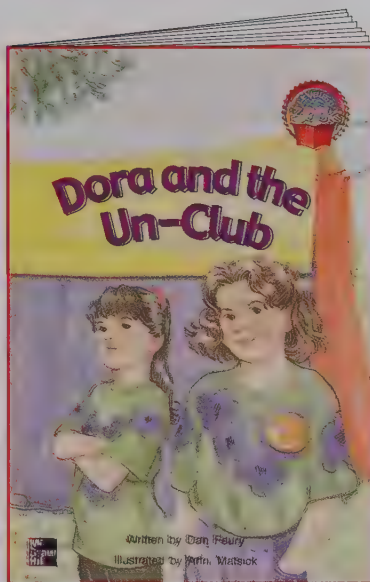
# Resources for Meeting Individual Needs

## LEVELED BOOKS



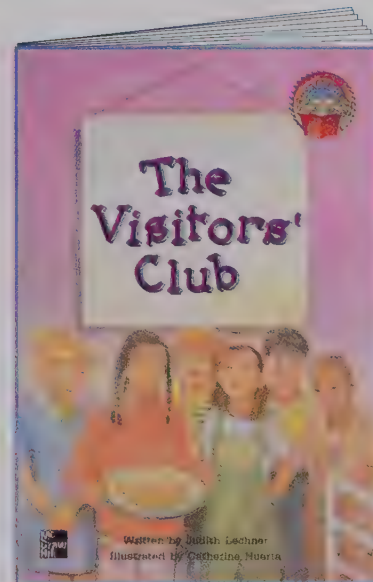
**EASY**  
Pages 215A, 215D

**DECODABLE**



**INDEPENDENT**  
Pages 215B, 215D

Take-Home version available



**CHALLENGE**  
Pages 215C, 215D

## LEVELED PRACTICE



### Reteach, 59-66

blackline masters with reteaching opportunities for each assessed skill

### Practice, 59-66

workbook with Take-Home Stories and practice opportunities for each assessed skill and story comprehension

### Extend, 59-66

blackline masters that offer challenge activities for each assessed skill

## ADDITIONAL RESOURCES

- **Language Support Book** 64-72
- **Take-Home Story, Practice** pp. 60a-60b
- **Alternate Teaching Strategies** T64-T72
- **Selected Quizzes Prepared by** Accelerated Reader

McGraw-Hill School

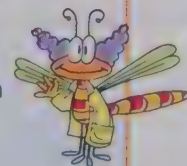
**TECHNOLOGY**



CD-ROM provides extra phonics support.

**interNET**  
**CONNECTION**

Research & Inquiry ideas. Visit  
[www.mhschool.com/reading](http://www.mhschool.com/reading).







# Suggested

# Lesson Planner

Available on CD-ROM

## READING AND LANGUAGE ARTS

DAY

1

Focus on Reading and Skills

DAY

2

Read the Literature

### Phonics Daily Routines

Daily **Phonics** Routine:  
Segmenting, 194B

**Phonics** CD-ROM

Daily **Phonics** Routine:  
Fluency, 194C

**Phonics** CD-ROM

### Phonological Awareness

**Read** Read Aloud and Motivate, 192E  
Wolf's Favor

☒ Develop Phonological Awareness, 192/193  
/â/are; /ôr/or, ore; /îr/ear  
"A Surprise for Tim"

☒ Introduce /â/are; /ôr/or, ore; /îr/ear, 194A–194B  
Teaching Chart 50  
Reteach, Practice, Extend, 59  
Phonics/Phonemic Awareness  
Practice Book, 55–62

Build Background, 194C  
Develop Oral Language

Vocabulary, 194D

allowed president rules  
leaned promise whispered

Word Building Manipulative Cards  
Teaching Chart 51  
Reteach, Practice, Extend, 60

**Read** Read the Selection, 194–211  
Guided Instruction

☒ /â/are; /ôr/or, ore; /îr/ear  
☒ Make Inferences

Minilessons, 197, 199, 201, 207, 209

Cultural Perspectives, 206

### Curriculum Connections

**Link** Language Arts, 192E

**Link** Social Studies, 194C

### Writing

**Writing Prompt:** You are going to organize a club. Who will you invite to be members? What is the name of the club? What is the purpose of the club?

**Writing Prompt:** You just found out a friend of yours has organized a club. You have not been invited to join. What will you do?

**Journal Writing**  
Quick-Write, 211

### Grammar

Introduce the Concept: Proper Nouns, 215O  
Daily Language Activity: Capitalize proper nouns.

Grammar Practice Book, 45

Teach the Concept: Write Proper Nouns, 215O  
Daily Language Activity: Capitalize proper nouns.

Grammar Practice Book, 46

### Spelling /â/are, /ôr/or, /îr/ear

Pretest: Words with /â/are, /ôr/or, ore, and /îr/ear, 215Q

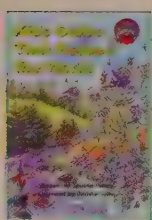
Spelling Practice Book, 45–46

Explore the Pattern: Words with /â/are, /ôr/or, ore, and /îr/ear, 215Q

Spelling Practice Book, 47



# Meeting Individual Needs



☒ = Skill Assessed in Unit Test



DAY

3

Read the Literature

Daily **Phonics** Routine:  
Letter Substitution, 213

**Phonics** CD-ROM

Rereading for Fluency, 210

Story Questions, 212  
**Reteach, Practice, Extend**, 61  
Story Activities, 213

Study Skill, 214  
☒ Graphic Aids  
Teaching Chart 52  
**Reteach, Practice, Extend**, 62

Test Power, 215



Read the Leveled Books,  
Guided Reading  
☒ /âr/are; /ôr/or, ore; /îr/ear  
☒ Make Inferences  
☒ Instructional Vocabulary

**Activity** Science, 202



**Writing Prompt:** Suppose your club meets once a week. Create a calendar showing one month of club meetings. Include the time and place of each meeting.

**Persuasive Writing**, 215M  
Prewrite, Draft

**Review and Practice: Find the Proper Nouns**, 215P  
Daily Language Activity: Capitalize proper nouns.

**Grammar Practice Book**, 47

**Practice and Extend: Words with /âr/are, /ôr/or, ore, and /îr/ear**, 215R

**Spelling Practice Book**, 48

DAY

4

Build Skills

Daily **Phonics** Routine:  
Writing, 215F

**Phonics** CD-ROM



Read the Leveled Books and the Self-Selected Books

☒ Review /âr/are, /ôr/or, ore and /îr/ear, 215E–215F  
Teaching Chart 53  
**Reteach, Practice, Extend**, 63  
**Language Support**, 69  
**Phonics/Phonemic Awareness Practice Book**, 113–116

☒ Review /âr/; /ôr/; /îr/; /ou/; /oi/; /ù/, 215G–215H  
Teaching Chart 54  
**Reteach, Practice, Extend**, 64  
**Language Support**, 70  
**Phonics /Phonemic Awareness Practice Book**, 55–62

**Activity** Math, 204



**Writing Prompt:** The club is having a party. Write and address an invitation to a teacher. Tell where and when the party will take place.

**Persuasive Writing**, 215M  
Revise  
**Meeting Individual Needs for Writing**, 215N

**Review and Practice: Abbreviations**, 215P  
Daily Language Activity: Capitalize proper nouns.

**Grammar Practice Book**, 48

**Proofread and Write: Words with /âr/are, /ôr/or, ore, and /îr/ear**, 215R

**Spelling Practice Book**, 49

DAY

5

Build Skills

Daily **Phonics** Routine:  
Building Words, 215H

**Phonics** CD-ROM



Read Self-Selected Books

☒ Review Problem and Solution, 215I–215J  
Teaching Chart 55  
**Reteach, Practice, Extend**, 65  
**Language Support**, 71

☒ Review Prefixes, 215K–215L  
Teaching Chart 56  
**Reteach, Practice, Extend**, 66  
**Language Support**, 72

Listening, Speaking, Viewing, Representing, 215N

Minilessons, 197, 199, 201, 207, 209

**Activity** Social Studies, 206



**Writing Prompt:** You want to start a club at school. Write a letter to the principal that gives two reasons why your club is a good idea.

**Persuasive Writing**, 215M  
Edit/Proofread, Publish

**Assess and Reteach: Proper Nouns**, 215P  
Daily Language Activity: Capitalize proper nouns.

**Grammar Practice Book**, 49–50

**Assess and Reteach: Words with /âr/are, /ôr/or, ore, and /îr/ear**, 215R

**Spelling Practice Book**, 50



## Link

Language Arts

# Read Aloud and Motivate

## Wolf's Favor

by Fulvio Testa

One day Porcupine found a big nut in the forest. Her mouth watered as she thought of how good it would taste. But no matter how hard she tried, Porcupine could not get the nut open. At last she went to see Wolf.

"Good morning, Wolf. How well you are looking this morning," said Porcupine.

Wolf narrowed his eyes and said nothing.

"I wonder if you would do me a favor and open this nut," Porcupine went

on. "Your teeth are so strong and sharp, it would only take you a moment."

"You're lucky I have already had my breakfast, Porcupine. Don't you know I could eat you up in one bite?" said Wolf.

At this, Porcupine backed away in alarm.

"Wait," said Wolf. "Because I admire your courage, today I will help you." Then he took the nut in his huge mouth and cracked it open with his powerful teeth.

Continued on pages T2-T5

## Oral Comprehension

**LISTENING AND SPEAKING** Read aloud this story about animals performing acts of kindness. Ask children to remember that actions in a story often cause effects, and to think about how each animal is affected by the actions of the other animals. When you have finished, ask, "How did Wolf's favor affect the other animals?" Then ask, "Was that the effect you expected? Why or why not?"

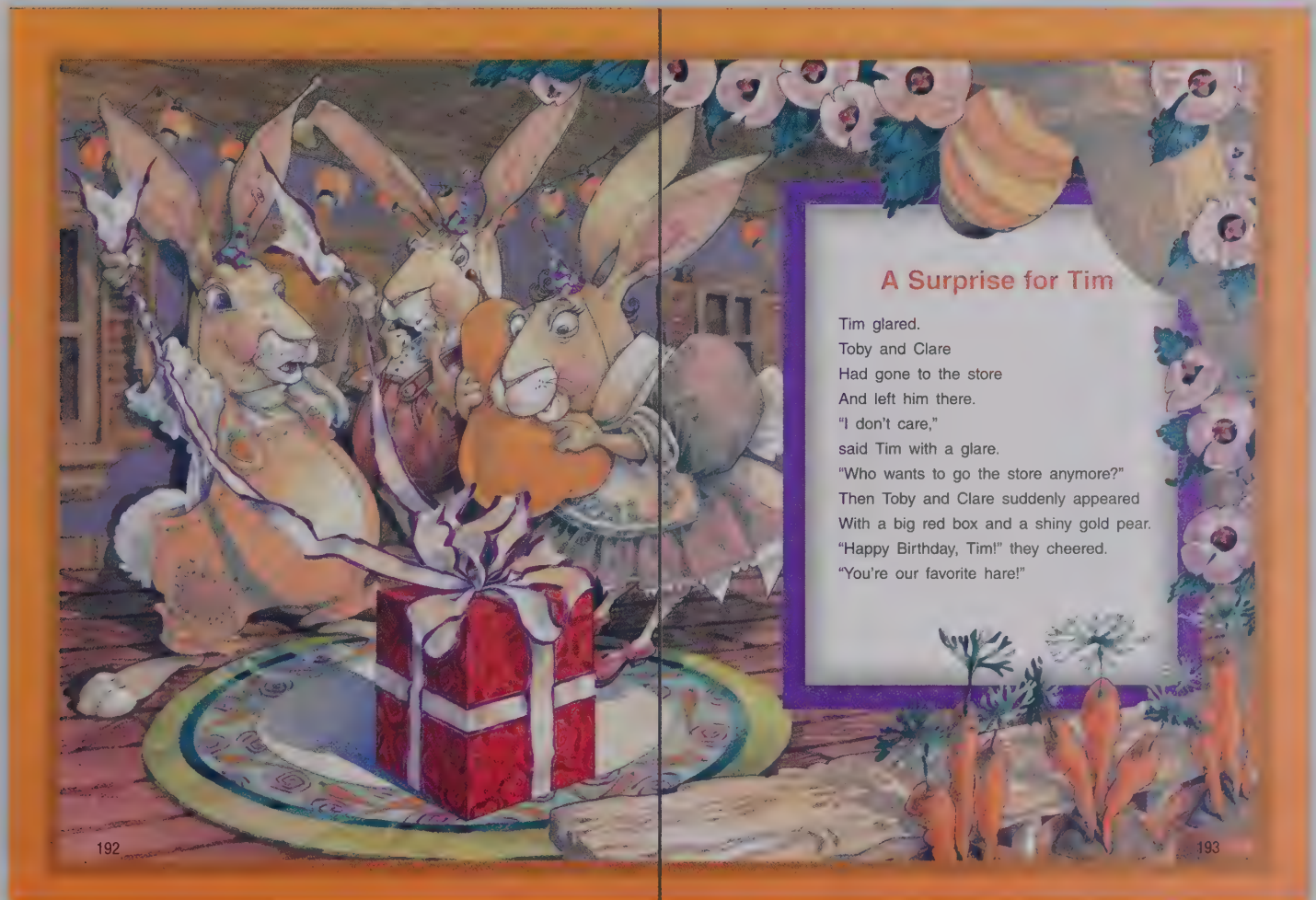
**Activity** Invite children to retell the story of *Wolf's Favor* by acting out the parts of the different animals. Encourage children to think about the animals they are playing, how that animal would move, and what it would sound like.

► **Kinesthetic**



# Develop Phonological Awareness

Anthology pages 192-193



**Objective: Listen for r-Controlled Vowels /âr/, /ôr/, /îr/**

**RHYMING** Have children read "A Surprise for Tim." As you reread the poem aloud, have children touch their hair whenever they hear a word that rhymes with *air*. Have them touch their ear when they hear a word that rhymes with *feared*. Have them touch their forehead whenever they hear a word that rhymes with *or*.

**Phonemic Awareness** **BLENDING** Using words from the poem, have children blend together sounds to identify words. For example: Tim's friends /ch/ /îr/ /d/. What did they do? (*cheered*)

Repeat with **glared** and **anymore**.

**Phonemic Awareness**

**SEGMENTING** Have children change vowel sounds. For example:

- Say *Clare*. Change the /âr/ to /îr/, and say the new word. (*clear*)
- Say *store*. Change the /ôr/ to /âr/, and say the new word. (*stare*)
- Say *care*. Change the /âr/ to /ôr/ and say the new word. (*core*)



TESTED OBJECTIVES

Children will:

- identify *r*-controlled vowels /âr/ are; /ôr/ or, ore; and /îr/ ear.
- blend and read *r*-controlled vowel words.

MATERIALS

- Teaching Chart 50
- word building boxes, letter and variant vowel cards from the Word Building Manipulative Cards



SPELLING/PHONICS CONNECTIONS

Words with *r*-controlled variant vowels: see 5-Day Spelling Plan, pages 215Q–215R.

TEACHING TIP

**INSTRUCTIONAL** Write *cave* and *cove* on the chalkboard and say the words aloud. Point out the long *a* and long *o* sounds. Then replace the *v* in each word with the letter *r*. Read the words, pointing out how the vowel sounds change when the letter *r* follows a vowel.

# Introduce /âr/ are; /ôr/ or, ore; /îr/ ear

TEACH

**Identify the Letters**  
*are, or, ore, and ear*  
**as Symbols for**  
*/âr/, /ôr/, and /îr/*

Let children know they will learn to read words with the letters *are*, which stand for the /âr/ sound, *or* and *ore*, which stand for the /ôr/ sound, and *ear* which stand for the /îr/ sound.



are	ore	ear
c a r e	c o r e	y e a r
d _ _ _	b _ _ _	f _ _ _
m _ _ _	m _ _ _	n _ _ _
sh _ _ _	sh _ _ _	sp _ _ _
st _ _ _	st _ _ _	d _ _ _

Teaching Chart 50

**BLENDING**  
**Model and Guide**  
**Practice with**  
*/âr/, /ôr/, and /îr/*  
**words**

- Display **Teaching Chart 50**. Say the word *care*.
- Cover the letters *are* with your hand and remind children that the initial *c* is pronounced /k/.
- Cover the *c* with your hand and pronounce the /âr/ *are* sound.
- Uncover all the letters, and read aloud the word *care*, blending the sounds.
- Repeat, having children blend the sounds with you.

**Use the Word in Context**

Ask volunteers to use the word in a sentence to reinforce its meaning.  
Example: *I will care for my new fish.*

**Repeat the Procedure**

Follow the same procedure to model the /ôr/ and /îr/ sounds and complete the remaining columns in the chart.



### PRACTICE

#### WORD BUILDING Build Words with r- Controlled Vowels



Divide the class into three groups. Distribute card *are* to one group; *ore* to the second group; *ear* to the third group. Ask children in each group to build as many words as they can with their card.

► **Interpersonal/Linguistic**

### ASSESS/CLOSE

#### Read and Use Words with r-Controlled Vowels

To assess children's ability to build and read words with r-controlled vowels, observe them as they engage in the Practice activity. Then have a child from each group say a word they formed. Encourage all children to use these three words in a sentence.

### ADDITIONAL PHONICS RESOURCES

Phonics/Phonemic Awareness  
Practice Book pages 55–62

**PHONICS KIT**  
Hands-on Activities and Practice

McGraw-Hill School  
**TECHNOLOGY**  
 **CD-ROM**  
activities for practice with  
Blending and Segmenting



### Daily Routines

**DAY 1**

**Segmenting** Sound out each word carefully as children use word building boxes to spell out words with r-controlled vowel sounds. (Use *near*, *sore*, *dare*, *clear*, *store*, *spare*.)

**DAY 2**

**Fluency** Write the following words on the board: *fare*, *more*, *near*, *share*, *shore*, *spear*. Point to each word, asking children to blend the sounds silently. Ask a volunteer to read each word aloud.

**DAY 3**

**Letter Substitution** Ask a volunteer to write an /â/ word on the chalkboard. Ask another child to change the vowel letter or letters to make it a different r-controlled word, such as *care* to *core*.

**DAY 4**

**Writing** Have children work in pairs to write a very short story, using at least one /â/ word, one /ôr/ word, and one /î/ word.

**DAY 5**

**Building Words** Ask volunteers to add an initial letter or blend to a chalkboard list of r-controlled variant vowels. Encourage children to read the words they built.

**PHONICS KIT**  
HANDS-ON ACTIVITIES AND PRACTICE

## Meeting Individual Needs for Phonics

### EASY

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach 59

/â/ are; /ôr/ or, ore; /î/ ear

Read the word. Listen to the sounds made by the letters in dark type.  
**near** fort shore care

Write the correct word from the box under each picture.

year horn store square  
tom store score

- score
- horn
- year
- store
- square
- tom

### ON-LEVEL

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice 59

/â/ are; /ôr/ or, ore; /î/ ear

Circle the missing letters. Then write them.  
Read the word.

- ear ore  
st ore
- ore ear  
h ear
- or are  
c are n
- or are  
sp are
- ore ear  
c are

### CHALLENGE

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend 59

/â/ are; /ôr/ or, ore; /î/ ear

share ears tore care hear porch more storm

Search for the words. Circle each word as you find it.  
Then write it on the lines below.

P O R C H W Z H  
F M E A R S Y E  
F M O R E K Z A  
T O R E F L B R  
Z S T O R M I Q  
L B M S H A R E

Words with the same ear sound as share: care, share  
Words with the same ear sound as fear: ears, hear  
Words with the same ear sound as form or wore: more, storm, porch



# Build Background

## Link

Social Studies

## Anthology and Leveled Books

### Evaluate Prior Knowledge

**CONCEPT: CLUBS** Ask children to share what they know about clubs and belonging to clubs. Use the following activities to help children understand the concept of clubs and why clubs need to have rules.

**MAKE A CLUB CHART** Work with children to create a chart showing different types of clubs. Brainstorm what rules these clubs might have.

#### ► Logical/Interpersonal

CLUB NAME	RULES
Junior Eagles	1. Must be able to attend meetings. 2. Must pay attention to leader.
Bike Club	1. Must know how to ride a bike. 2. Must wear a helmet.

Graphic Organizer 31

**MAKING RULES** Invite children to discuss the purpose and importance of rules. Ask them to imagine that the classroom is a clubhouse. What kind of rules would they want to have for their club? Have children brainstorm in small groups, then write down two to three rules they think they would need. Have each group share its list with the entire class.



GROUP



WRITING

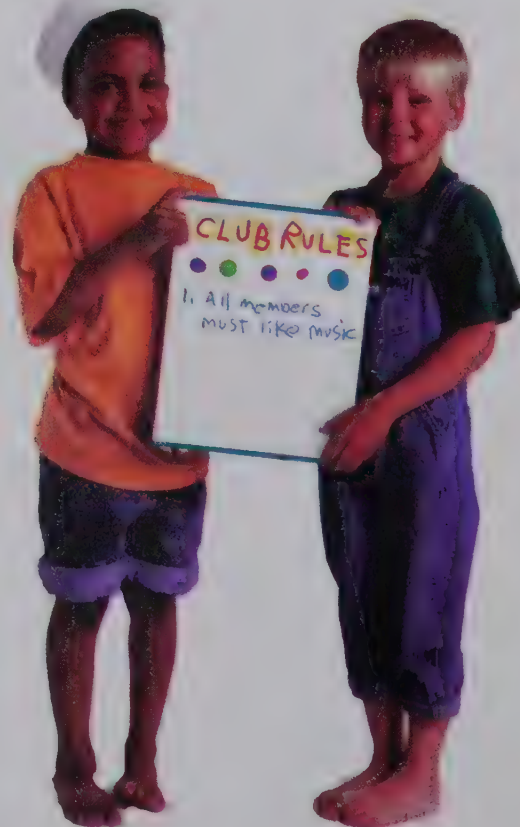
### Develop Oral Language

#### CONNECT WORDS WITH PICTURES

**ESL** Brainstorm a list of different types of clubs children have been in or have heard of. If they have trouble, invite them to think of things people like to do together in groups.

Have small groups choose an activity to pantomime that the members of a club might do together, for example bowling or playing instruments. One child in each group can explain the action as it is being pantomimed.

#### ► Linguistic/Spatial



### The Best Friends Club

A Hank and Harold story



### The Visitors' Club

by Elizabeth Witherell

illustrated by Matthew

by Elizabeth Witherell

illustrated by Matthew

by Elizabeth Witherell

illustrated by Matthew

by Elizabeth Witherell

illustrated by Matthew

by Elizabeth Witherell

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illustrated by Matthew

by Elizabeth Witherell

illustrated by Matthew

### DAILY ROUTINES

DAY

2

**Fluency** Write the following words on the board: *fare, more, near, share, shore, spear*. Point to each word, asking children to blend the sounds silently. Ask a volunteer to read each word aloud.

CD-ROM

### LANGUAGE SUPPORT

See Language Support Book on pages 64–67 for teaching suggestions for Build Background and Vocabulary.



# Vocabulary

## Key Words



### The Class Rule

1. "Do you think I should run for class president?" Harold whispered softly. 2. Lizzie leaned over to hear him better. 3. "Do you really want to be in charge of the whole class?" she asked. "I think I'd do a good job as president," said Harold. 4. "Then I promise I'll vote for you," said Lizzie. "You have my word." 5. Then the teacher said, "Lizzie! Harold! What's the class rule? What shouldn't you do?" 6. "Whispering in class is never allowed" said Lizzie and Harold together. "You have to ask for permission."

Teaching Chart 51

## Vocabulary in Context

### IDENTIFY VOCABULARY WORDS

Display **Teaching Chart 51** and read the passage with students. Have volunteers circle each vocabulary word and underline other words that are clues to its meaning.

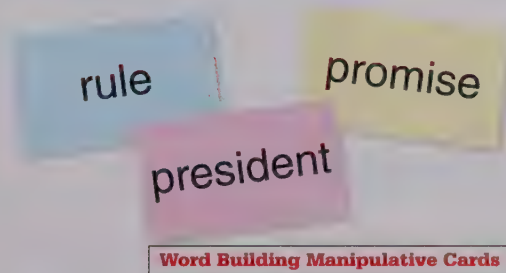
**DISCUSS MEANINGS** Ask questions like these to help clarify word meanings:

- Is it hard to hear something whispered?
- How far can you lean over without falling?
- Does a president lead or follow?
- If you promise to go, does it mean you might go or that you will go?
- Do you have rules at home that you have to follow?
- What are some things you are not allowed to do?

## Practice

**DEMONSTRATE WORD MEANING** Write context sentences on the chalkboard for each word. Read each sentence aloud and have students hold up the correct Vocabulary Card.

► **Kinesthetic/Linguistic**



Word Building Manipulative Cards

**WRITE STORIES** Have partners write short stories using the vocabulary words. Partners can read their stories to the class. Have children refer to their Glossary as needed. ► **Linguistic/Oral**

## Definitions

**whispered** (p.208) spoke softly

**leaned** (p. 204) was at a slant, bent

**president** (p. 197) a person in charge of a group, club, or organization

**promise** (p. 202) to give one's word that something will or will not happen

**rule** (p. 197) a direction that tells you what you can or can't do

**allowed** (p. 203) permitted



## SPELLING/VOCABULARY CONNECTIONS

See Spelling Challenge Words, page 215Q.

## ON-LEVEL

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice **60**

### Vocabulary

Choose a word from the box to finish each sentence. Write the answers in the puzzle.

president promise rules allowed leaned whispered

### Across

2. Mine is the \_\_\_\_ of the club.
5. Mark \_\_\_\_ the name in Tom's ear.
6. We are not \_\_\_\_ to leave until 3 o'clock.

### Down

1. Judy \_\_\_\_ to the left to see better.
3. Our club has only four \_\_\_\_.
4. I \_\_\_\_ to bring a gift to the party.

**Take-Home Story 60a**  
**Reteach 60**  
**Practice 60 • Extend 60**



Guided Instruction

Preview and Predict

Take a **picture walk** through the illustrations, stopping at page 203. Talk about the details of the illustrations.

- Where do you think this story takes place?
- Who belongs to the Best Friends Club?
- What clues about the main characters do the pictures give?
- What will the story most likely be about?
- Will the story be realistic or a fantasy? How can you tell? (The children in the pictures look and act like real children). *Genre*

Ask students to record their predictions.

PREDICTIONS	WHAT HAPPENED
This story is about two friends.	
The friends have a fight.	

Set Purposes

Ask children what they expect to learn by reading this story. For example:

- What is the Best Friends Club?
- Why do Lizzie and Harold have a fight?

READ TOGETHER



MEET ELIZABETH WINTHROP

Elizabeth Winthrop wrote *The Best Friends Club* because of what happened to her as a child. She says, "I grew up with five brothers. Like Lizzie, I always made rules, but they paid no attention to me."

Ms. Winthrop thinks friendship is important to all children. She adds, "My children were always worried about having friends. How do I get a best friend? Will I keep her or him? What's a best friend like?"

She says about her writing, "When I write, I go into myself and find out what I'm feeling."

She adds, "I love writing for children. *The Best Friends Club* is a sequel to *Lizzie and Harold*. I knew their story wasn't over, so I wrote another one."

MEET MARTHA WESTON

Martha Weston was very excited about illustrating *The Best Friends Club* because she likes Lizzie so much.

She explains, "As a child, I was really bossy and had to show everyone how to do everything. Everything had to be done the way I wanted it to be done. Lizzie is like that, and I love her because she reminds me of myself."

"When I began drawing Lizzie and Harold, I asked my daughter and her friend to model for me. I asked them to do the things that Lizzie and Harold do in the story, and I took pictures of them. I paid them ten cents each for every picture I took."



Meeting Individual Needs • Grouping Suggestions for Strategic Reading

**EASY**

**Read Together** As you read the story aloud, model the strategy of making inferences about how the characters are feeling.

**ON-LEVEL**

**Guided Reading** Invite children to read the story on their own. Monitor any difficulties they may have in order to determine which parts of the Guided Instruction to emphasize. Then have children reread the selection or play the **Listening Library Audiocassette**.

**CHALLENGE**

**Read Independently** Prompt children to set purposes before they read the story independently. Remind them that as they read, making inferences can help them link the story ideas together. After reading, ask children to retell the story.



# THE BEST FRIENDS CLUB

BY ELIZABETH WINTHROP  
ILLUSTRATED BY MARTHA WESTON

Lizzie and Harold were best friends.  
Harold taught Lizzie how to do cat's cradle.  
Lizzie taught Harold how to play running bases.



195

## Guided Instruction

- ✓ **Phonics** /â/ , /ô/ , /î/
- ✓ **Make Inferences**

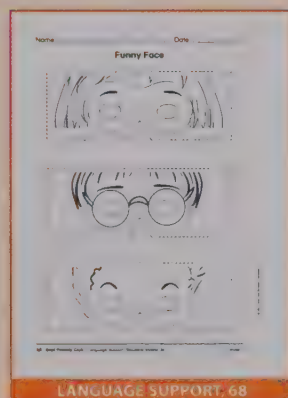
**Strategic Reading** Tell children that they will take turns reading aloud the dialogue. Have them make masks to wear as they role-play the different characters.



- 1 MAKE INFERENCES** The author mentions two things that Harold and Lizzie do as friends. Are they doing those two things? Lizzie is looking up at something. Sometimes it helps if I pretend to be Lizzie and do what she does. (*Model looking up.*) If I were outside and looking up, I would probably see clouds in the sky. Maybe Lizzie and Harold are looking at cloud shapes. *Role-Play*

## LANGUAGE SUPPORT

A blackline master of the masks used in this selection can be found in the **Language Support Book**.





# Guided Instruction

**WORD STRUCTURE** Look at the fourth line on the page. Point to the first word in the line. (*Let's*) What does the word mean? (*let us*)

**Phonics** /âr/ Let's read the first sentence together. What word has the same middle sound as *care*? (*share*) Write the word on the board. Underline the letters that make the /âr/ sound. (*are*)

## TEACHING TIP

**INSTRUCTIONAL** When reading aloud or modeling strategies for the children, remember to use animated facial and vocal expression. Much of the humor in this story comes from the interaction between the characters.

Lizzie shared her trick-or-treat candy with Harold, and Harold let Lizzie ride his big red bike.

They always walked home from school together.

"Let's start a best friends club," Lizzie said one day.

"Great," said Harold. "We can meet under your

2 porch. That will be our clubhouse."

Harold painted the sign.

It said

THE BF CLUB.

"Now write *Members Only*,"

said Lizzie.

"You write it," said Harold. "My teacher says my M's are too fat."

So Lizzie wrote *Members Only*.

"Who are the members?"

Harold asked.



## PREVENTION/INTERVENTION

**WORD STRUCTURE** Children may need to be reminded that a contraction is made up of two words and the apostrophe takes the place of one or more missing letters. Write the word *Let's* on the board. Read the sentence aloud and ask, *What does Let's mean in the sentence?* (*let us*) Help children see that *us* is important because it is

the subject of the sentence.

Ask a volunteer to write the missing letter that the apostrophe takes the place of in *Let's*. (*u*) Then have children read page 197 to find contractions on the page. (*That's; I'll; we'll*) Write each on the chalkboard. Then have a volunteer identify the missing letters in each contraction.



## Guided Instruction

- 3 MAKE INFERENCES** When I read, I use what I already know and story clues to help me to understand what I am reading. Clubs usually have lots of members. Lizzie wants the club to have only two members—herself and Harold. Why doesn't Lizzie want anyone else to join the club? Let's put on our Lizzie mask as we make our inferences. *Story Props*



"You and me," said Lizzie.

"That's all?"

"Yes," said Lizzie. "You can be the **president** and I'll be the vice-president. The president gets to write down all the **rules**."

"You be the president," Harold said. "Your writing is better than mine."

"All right, then I'll be president," said Lizzie. "Now we'll make up the rules."

197

### LANGUAGE SUPPORT

**ESL** Some children might be confused about the terms *president* and *vice-president* as they are used in this story. Explain that there are other kinds of presidents besides the president of a country. A president is someone who runs a club or other organization. A vice-president helps the president and fills in when the president is away.

Have children reread the passage on page 197 in which Lizzie and Harold first form the club. Point out that Lizzie gives clues about what the president of her club should do.

### Minilesson

#### REVIEW/MAINTAIN

### Long Vowels

- Read aloud the second sentence on page 196. Write the word *home* on the chalkboard.
- Ask a volunteer to read the word *home* and to underline the letters that spell /ō/.
- Have children look for other v-e words. (*ride, bike, write, wrote*)

**Activity** Have children work in pairs to create sentences using words with v-e spellings.

**Phonics CD-ROM** Have children use the interactive phonics activities on the CD-ROM.



# Guided Instruction

**4** **Phonics** /ôr/ Here's the word porch again. Can you think of any other words that have the /ôr/ sound? (*for, short*) Can you spell those words? *Blending*

**5** **MAKE INFERENCES** Why do you think Lizzie makes so many rules for the club? Why does she make a rule that nobody else is allowed in the club? Why do you think somebody would want to have a club with only two members?

**6** **Phonics** /ôr/ Here's the word more. Can you hear the /ôr/ sound in this word? Let's write more on the chalkboard. Can you think of other words that look and sound the same as *more*? What words can you think of that rhyme with *more*? (*sore, core, bore, tore*) *Rhyming*

## Fluency

### GROUP READING



Have children read the dialogue on pages 198–199 in groups of four.

Remind children to:

- think about what their characters are like.
- pay attention to clues about how to read the lines, such as the word *whispered*.
- pause at the end of sentences.

**4**

“Rule number one,” said Harold. “The club meets under Lizzie’s porch.”

**5**

“Right,” said Lizzie. “Rule number two. Nobody else can be in the club.”

**6**

“Rule number three,” said Harold. He thought for a long time. “I can’t think of any more.”

“Rule number three,” said Lizzie. “Lizzie and Harold walk home from school together every day.”

“Rule number four,” said Harold. “Everybody in the club knows cat’s cradle.”







They heard voices. Someone was walking by. They could see two pairs of feet.

"It's Christina," whispered Lizzie. "She always wears those black party shoes."

"And Douglas," Harold whispered back. "His shoelaces are always untied."

"I'm only having Nancy and Amy and Stacey to my birthday party," they heard Christina say.

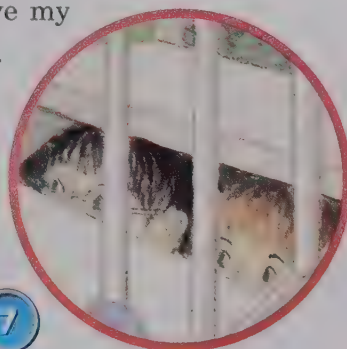
"My mother said I could have my whole class," Douglas answered.

"We're going to play baseball."

"Oh goody," said Harold.

"That means I'll be invited to Douglas's birthday party."

"I won't," Lizzie said gloomily. She was in a different class.



199

## Guided Instruction



**PHONICS AND DECODING** Find the second word on the fourth line of page 199 and read it. (*black*)



How do you think Lizzie felt when she realized she wouldn't be invited to Douglas's birthday party? How do you think Harold felt when he realized that he was invited to his friend's party? Use facial expressions to show how the two characters felt. *Draw Conclusions*

### Minilesson

#### REVIEW/MAINTAIN

### Analyze Character

Remind children that writers often provide clues about the characters in their stories. By studying what a character says, does, and feels, readers can detect what type of person a character is.

- Invite children to describe Lizzie's character.
- Record their observations about Lizzie on the chalkboard.
- Explain that these observations describe the type of person Lizzie is.

#### Activity

Have children write a description of Harold's character. Invite volunteers to read aloud their descriptions.



### PREVENTION/INTERVENTION

**PHONICS AND DECODING** Write the word *black* on the board. Cover all the letters except *bl* with self-stick notes. Have children tell you what sound *bl* makes. Then uncover *ack* and have children tell you what sound these letters make. Blend *bl* and *ack* together (*black*). Finally, blend the entire word

with your hand. Model the blending process by adding arrows as shown:

b l a c k black





# Guided Instruction

**8** **Phonics** /îr/ I see a word with the /îr/ sound in it. Can anyone else find it? It's *ears*. Lots of words rhyme with *ears*. *Fears* rhymes with *ears*. *Hears* rhymes with *ears*. What sentence can we make with the word *hears*? *Rhyming*

**9** **Phonics** /âr/ What word on this page has the same sound you hear in the middle of the word *share*? (*care*) What group of letters make this sound? (*are*) *Blending*

The next day, Harold came out of his classroom with Douglas.

"He wants to walk home with us," Harold said to Lizzie.

"He can't," said Lizzie.

"Why not?" asked Harold.

"Harold, remember the rules. We're best friends and we always walk home together," Lizzie said. "Just you and me."

"Oh yeah," said Harold. "I forgot."

Douglas looked very sad.

"Sorry, Douglas," Harold said. "See you tomorrow."

"Douglas's ears stick out," Lizzie said on the way home.

"So what?" said Harold.

"His shoelaces are always dripping," said Lizzie.

"I don't care about that," said Harold.

"I'll meet you in the clubhouse after snacks," said Lizzie.

"I can't come today," said Harold. "My mother wants me home."



200

## LANGUAGE SUPPORT

**ESL** Have any of the children ever belonged to a club? What were the rules? Do any of the children belong to a club now? What are the rules? Have children think of

and discuss three other rules they might suggest for a Best Friends Club. Have children help to write the rules on the chalkboard.



THE BFC CLUB  
Members only



Lizzie sat in the clubhouse all by herself.

She wrote down more rules.

10

They said

5. Best friends don't go to other people's birthday parties.

6. People with funny ears and drippy shoelaces are not allowed in the club.

201

## Guided Instruction

**10 MAKE INFERENCES** How many rules did Henry and Lizzie write together? Why do you think Lizzie is adding new rules to the club? What would Harold say about the rules if he were there? Let's put on our masks as we make inferences about Lizzie and Harold. *Story Props/Role-Play*

**WORD STRUCTURE** Find the word *Douglas's* in line 14 on page 200. What does the apostrophe tell you? (*It means belongs to*) Find the word *can't* in the third paragraph of page 200. What does the apostrophe stand for? (*the letters n, o*)



## Minilesson

### REVIEW/MAINTAIN

### Cause and Effect

Remind children that when one thing happens in a story, it often causes another thing to happen.

- Have children look at page 201.
- Invite them to explain why Lizzie writes down more rules after Harold goes home. Does this have anything to do with Douglas?
- Ask children how they think Harold will react when he sees Lizzie's new rules.

**Activity** Have children draw two pictures, one showing an event and the second showing what happens as a result of the event. You may wish to give the following example as a prompt. Ask: *What would happen if it started to rain, and you did not have an umbrella?*



## PREVENTION/INTERVENTION

**WORD STRUCTURE** Explain to children that the apostrophe can either represent missing letters (as in *can't*) or possession (as in *Lizzie's*). Tell children that in the contraction *can't*, the words *can* and *not* are brought together and then shortened. The letters *n* and *o* in the word *not* are dropped. Point out that an apostrophe and *s* are added to the name of a person or thing without dropping any let-

ters to form the possessive.

Have children find other examples of apostrophe use on pages 200–201. (*We're, Douglas's, don't, I'll, can't, people's*) Help children chart whether the apostrophe use shows possession or missing letters in a contraction. Encourage children to chart other examples of apostrophe use that they find in the story.



## Guided Instruction

**11** How do you think Lizzie felt as Harold and Douglas walked away? How would you feel in her situation? Why did she stick her tongue out at the boys? Why did she go back to the clubhouse and add another rule? (She was angry and hurt when Harold went off to play with Douglas.) *Analyze Character*

## SELF-MONITORING STRATEGY

**SEARCH FOR CLUES** A reader can infer things that the author doesn't state in the text by noticing how the characters act and react to one another and to events.

**MODEL** I can tell how Lizzie feels by what she does and says. When Lizzie plays by herself, throwing the ball against the garage, I shut my eyes and imagine her doing this. She must miss having Harold to play with. I think I understand now why she doesn't like Douglas very much.

The next day, Harold came out of his classroom with Douglas again.

"Douglas asked me to play at his house," said Harold.

"Harold," said Lizzie. "What about the club?"

"What club?" asked Douglas.

"None of your business," said Lizzie.

"I'll come tomorrow," said Harold. "I promise."

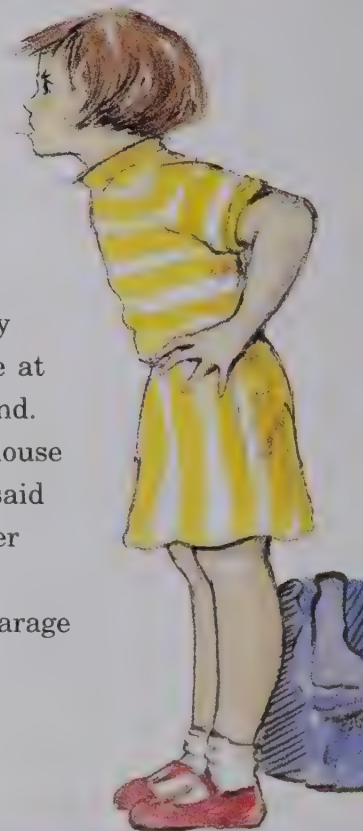


**11** Lizzie watched them walk away together. She stuck out her tongue at them but Harold didn't turn around.

She went straight to the clubhouse and wrote down another rule. It said

**7. Best friends don't go to other people's houses to play.**

Then she threw a ball at the garage wall until supertime.



## Activity

### Cross Curricular: Science

**BOUNCING BALLS** Some objects bounce more than others. Have children work in pairs to see which objects bounce and which do not. Invite children to make charts to record the results of their experiments. Give children a variety of objects to work with: rubber balls, marbles,

beads, a book, a pencil. Have them take turns dropping each object and observing whether or not it bounces.

► **Kinesthetic/Spatial**

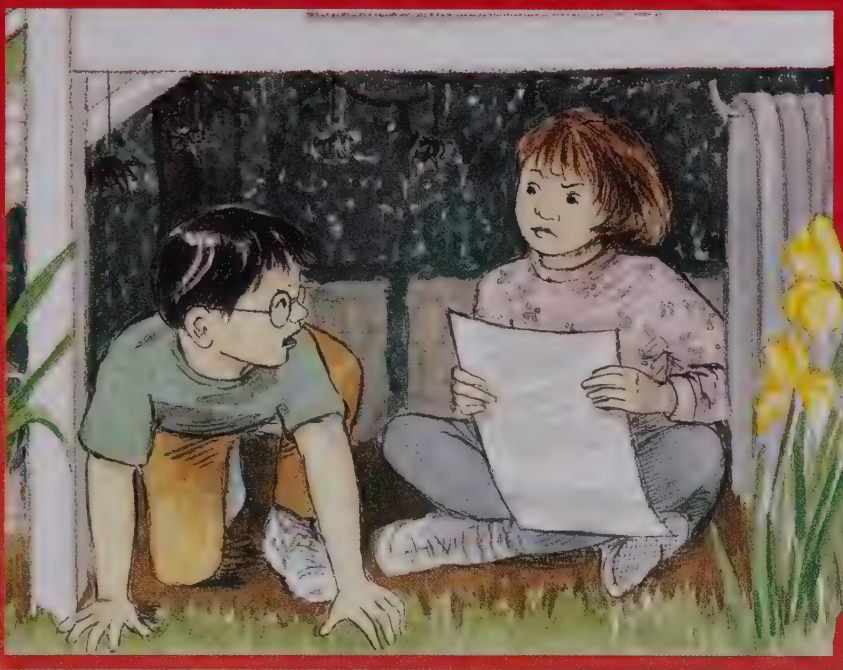
object	bounce
ball	✓
book	
marble	



## Guided Instruction

**12 MAKE INFERENCES** Were you surprised when Harold decided to quit Lizzie's club? What does this tell you about how Harold feels? What would you say to Lizzie if you were unhappy about all the rules? Put on your Harold mask and tell us.

*Role-Play/Story Props*



"Douglas wants to be in the club," said Harold the next day.

"He can't be," said Lizzie. "Only best friends are **allowed** in this club."

She showed him all the new rules she had written down.

"This club is no fun," said Harold. "It has too many rules. I quit."

He crawled out from under the porch and walked home.

Lizzie took down his sign and put up a new one.



203

### LANGUAGE SUPPORT

**ESL** There are many words on these pages that show action. Read aloud the sentences that describe actions and ask children to pantomime each one. Include these actions: *stuck out her*

*tongue, threw a ball, crawled, and walked.* Then ask children what feeling made Lizzie stick out her tongue at the boys. (*frustration, anger*)



# Guided Instruction

13 It looks to me as if Douglas and Harold are having a good time without Lizzie. I wonder how Lizzie is feeling. I know that I would not be happy if my best friend were playing with someone else. But what could I do to make things better? I wonder if Lizzie will think of something. What would you do in Lizzie's place? *Problem and Solution*

13

Douglas came down the street. He was riding Harold's new bicycle. Harold was chasing after him. When Harold saw the sign, he stopped and read it. "What does it say?" asked Douglas. "It says, 'Lizzie's Club. Nobody Else Allowed,'" Harold said.

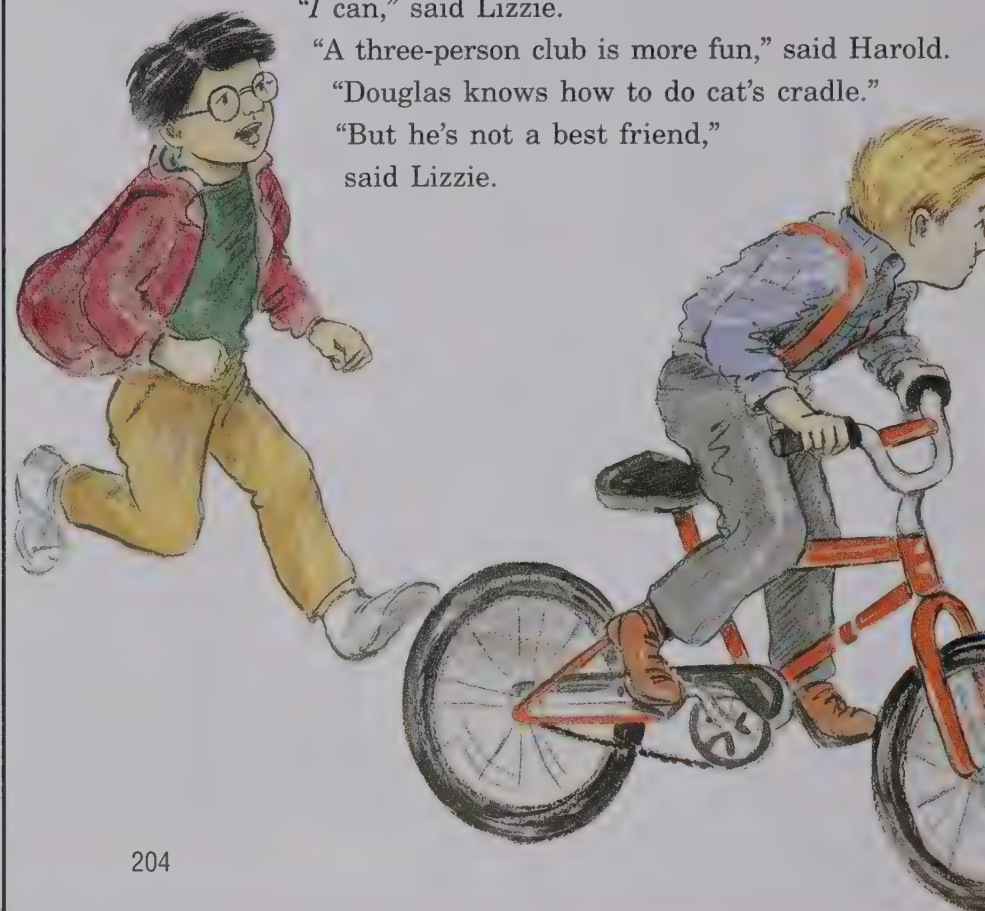
Harold leaned over and looked at Lizzie. "You can't have a club with only one person," he said.

"I can," said Lizzie.

"A three-person club is more fun," said Harold.

"Douglas knows how to do cat's cradle."

"But he's not a best friend," said Lizzie.



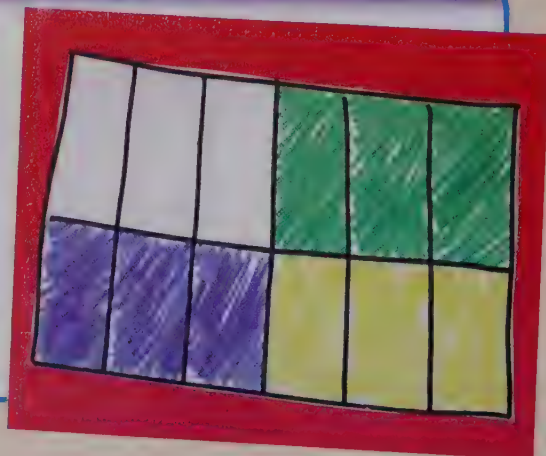
## Activity

### Cross Curricular: Math

**FINDING SPACE** Adding another member to the club would mean three people under the porch. Will there be enough room for all three?

- Show children a rectangle that has been divided into 12 equal squares. Tell them it represents the area under the porch.

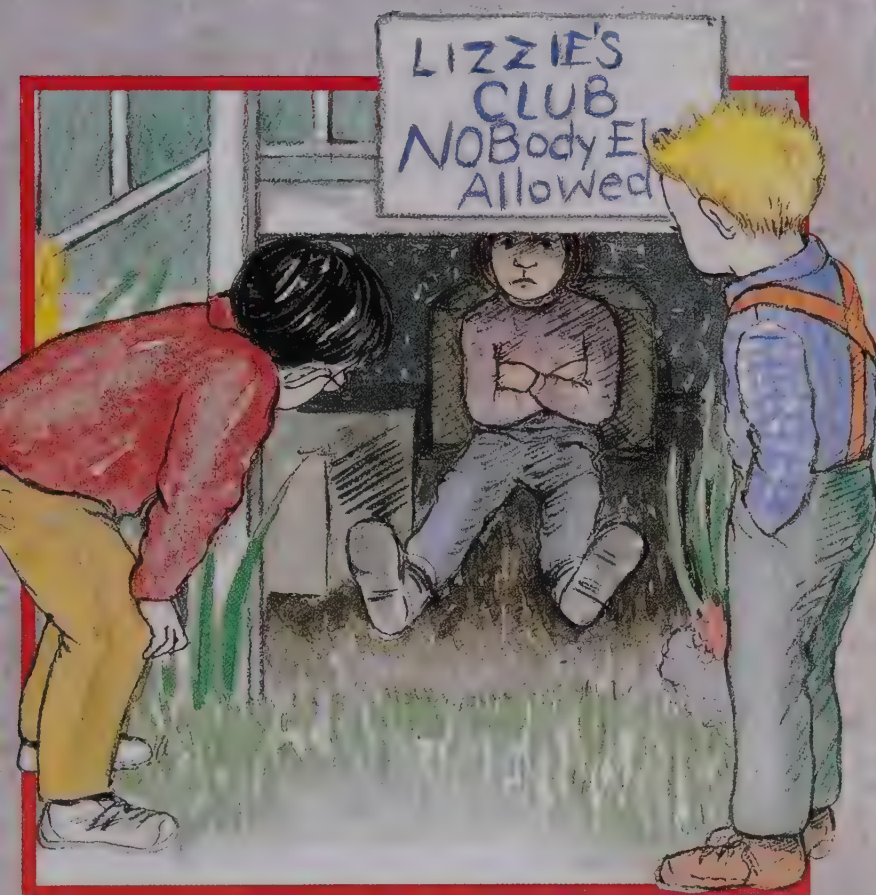
- Give children photocopies of the rectangle and squares of construction paper. Then tell them each person equals two squares.
- Have children figure out how many people (squares) fit under the porch (in the rectangle). ► **Logical/Visual**





## Guided Instruction

- 14** What do you think Lizzie will do? Will she just watch Harold and Douglas having fun? Will she try to stop them somehow? Will she ask Douglas to join the club? *Make Predictions*



"It'll be a different kind of club," said Harold. **14**  
 "We'll make up a new name."

"Maybe," said Lizzie.

She sat under the porch and watched them.

First they played bicycle tag.

Then they threw the ball at her garage wall.

205

### LANGUAGE SUPPORT

**ESL** The game of "Bicycle Tag" might be confusing to some children. Suggest that they turn to the picture on page 204 of Harold chasing Douglas on his bicycle. Ask children what would happen if Harold caught up to Douglas.

Point to the sign on page 205 and read it aloud. Ask children to say in their own words what *nobody else allowed* means. Help them understand that Lizzie doesn't want Douglas in the club, so she has decided to play alone.

### Visual Literacy

#### VIEWING AND REPRESENTING

Look at the illustration on page 208. How do you think Lizzie is feeling in this picture? Is she happy or unhappy? What clues in the picture help you know how she feels?

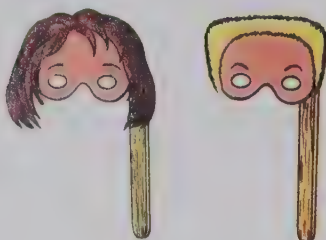
Compare this illustration with the illustration on page 205 (that shows a grouchy Lizzie under the porch). How does Lizzie seem to be feeling in that picture? How did the artist make her look different?



# Guided Instruction

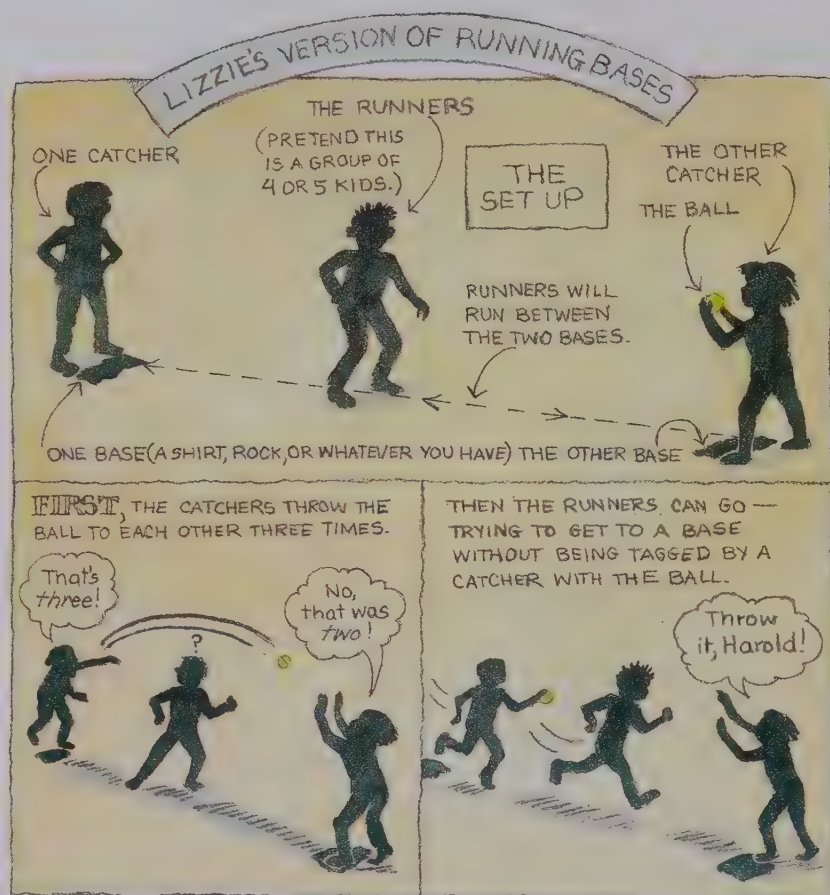
**15 MAKE INFERENCES** Were you surprised when Lizzie asked Douglas to play "running bases"? Why or why not? What do you know about Lizzie that would help explain why she asked Douglas? Let's put on our Lizzie and Douglas masks and role-play.

*Story Prop/Role-Play*



**15**

"Want to play running bases?" Lizzie asked.  
 "I don't know how," said Douglas.  
 "I'll teach you," said Lizzie.  
 They took turns being the runner. Lizzie was the fastest.



206

## Activity

### Cross Curricular: Social Studies

**GAMES WE PLAY** Brainstorm with children a list of games they like to play. Tell them that certain games, such as checkers, are hundreds of years old. Which of the games on the list do they think might be over 100 years old?

**RESEARCH AND INQUIRY** Have

children find out about a game from the past. Small groups can write the instructions to the game and play it.

► **Linguistic/Kinesthetic**

**interNET CONNECTION** Children can learn more about games by visiting [www.mhschool.com/reading](http://www.mhschool.com/reading).

### Jacks

- 1) Toss the jacks on the floor.
- 2) Throw the ball in the air.
- 3) Grab 1 jack.
- 4) Catch the ball.
- 5) Repeat.



# Guided Instruction



**CONCEPTS OF PRINT** Let's look at the game instructions on page 206 and 207. How is the dialogue in the illustrations here different from the rest of the story? (The dialogue is shown in speech balloons above the people speaking. A think bubble on page 207 shows a player's thought.)



207



## PREVENTION/INTERVENTION

**CONCEPTS OF PRINT** Remind children that dialogue is the spoken part of a story and is usually shown within quotation marks. Ask, *What is an example of dialogue on page 206?* (Any of the first 3 lines of text) Help children read the game instructions in the illustrations on page 206. Point out the dialogue in speech balloons and help children connect it to cartoons they might have seen. Explain why the text

in the speech balloons doesn't need quotation marks.

Ask volunteers to read the dialogue on page 207. Tell children that the text in the lower left box is a think bubble, not dialogue. Ask, *If the word Gotcha was in the story text rather than in the illustration, what would it need so that you know it is dialogue?* (quotation marks before and after the word)

## Minilesson

### REVIEW/MAINTAIN

### Sequence of Events

Remind children that paying attention can help them to understand and remember what they are reading.

- Have children reread the rules for the game of running bases.
- Ask children to point out the words (such as *first*, *then*, and *after*) that help to create a sequence for the rules.

### Activity

Have children make a chart showing the different steps in playing a game.

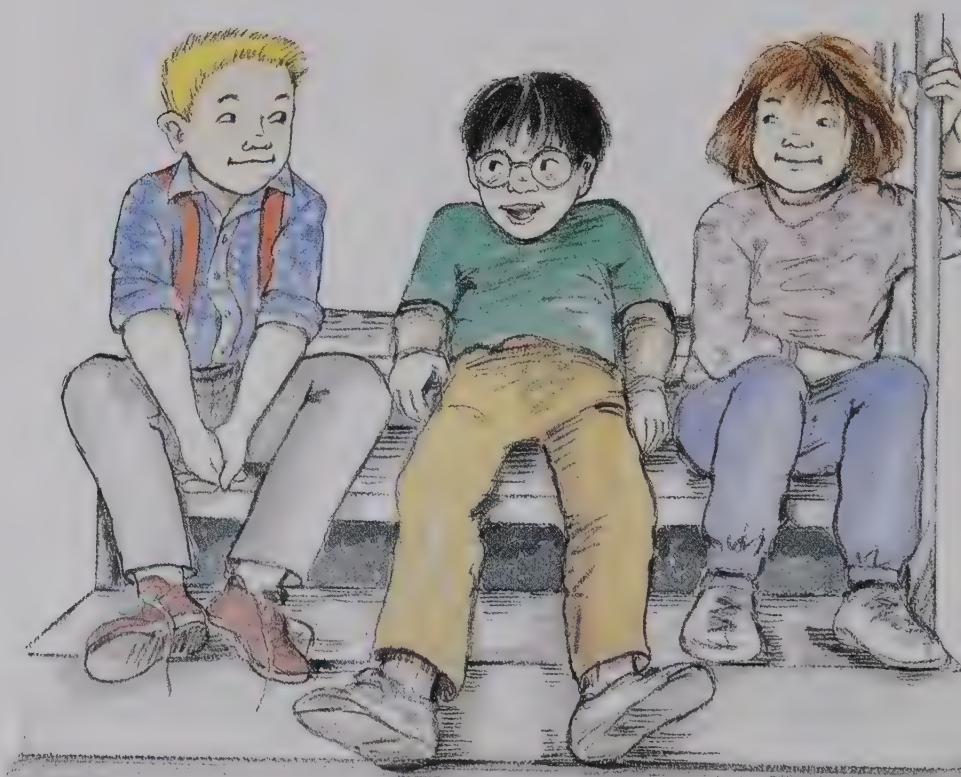


# Guided Instruction

**16 MAKE INFERENCES** Were you surprised when Lizzie asked Douglas to join the club? What information in the story helped you to understand why Lizzie changed her mind about Douglas?

Douglas **whispered** something to Harold.  
 “Douglas wants you to come to his birthday party,”  
 said Harold.

Then Lizzie whispered something to Harold.  
 “Lizzie says yes,” Harold said to Douglas.



208



## CULTURAL PERSPECTIVES

**BALL GAMES** Tell children that Jai Alai, which originated in Spain and France, is very popular in Mexico and the Philippines.

Lacrosse is popular in the U.S., Australia, England, and especially Canada, where it was invented by the Canadian Indians.

**RESEARCH AND INQUIRY** Have children investigate ball games from other cultures and share them with the class.

► **Interpersonal/Logical**



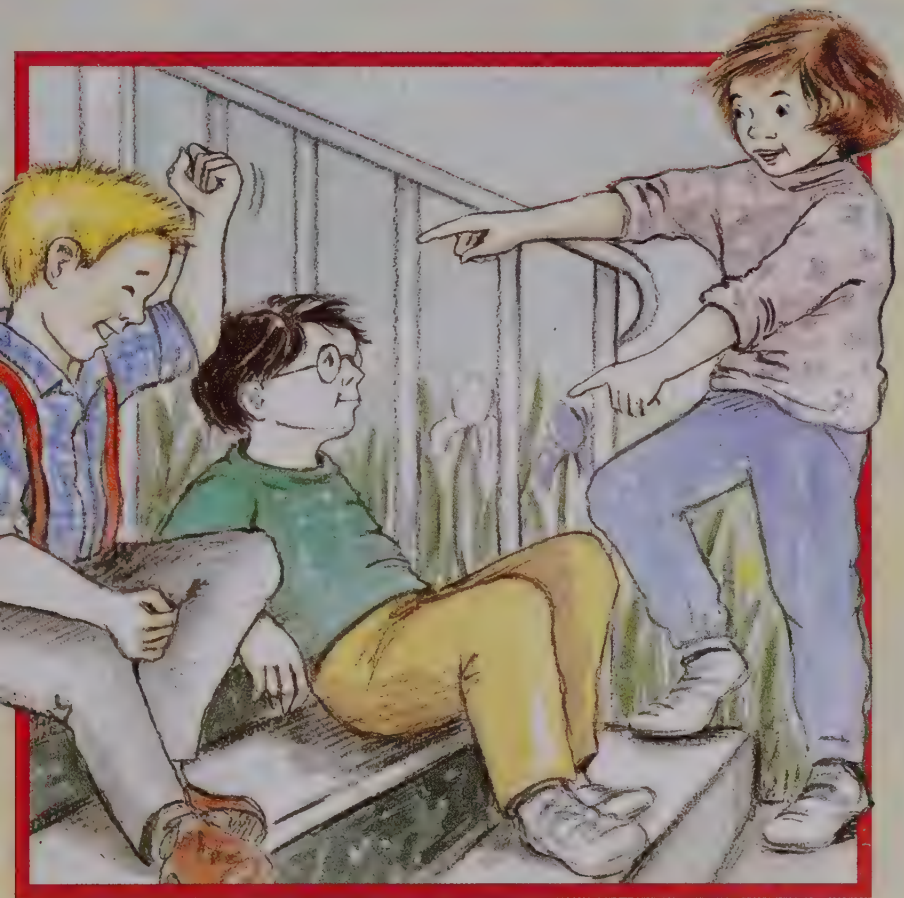


## Guided Instruction

- 17** What kind of name do you suppose Lizzie is thinking about for the new club? Let's keep reading and find out.

*Make Predictions*

- p/i READ VARIANT VOWEL WORDS** Let's look at the first sentence on page 209. Say the word *new*. What letters make the /ü/ sound? (*ew*)



"And I've thought of a new name for the club," said Lizzie. "Douglas can be in it too." **16**

"Oh boy!" said Douglas.

"You can be the first member. I am the president and Harold is the vice-president," said Lizzie. **17**

"That's okay with me," said Harold.

"Me too," said Douglas.

209



### PREVENTION/INTERVENTION

**VARIANT VOWELS** Write the word *few* on the board. Review with children that the letters *ew* make the sound /ü/. Write the words *cue* and *moon* on the board. Read each one aloud. Point out that the letter combi-

nations *oo* and *ue* also make the sound /ü/. Encourage children to identify words in the story with the sound /ü/. When finished, children can practice blending by reading the words aloud.

## Minilesson

### REVIEW/MAINTAIN

### Summarize

Explain to children that a good way to understand a story is to summarize it, or write what happened, in their own words.

- Point out to children that skimming the story and its illustrations, after reading it, can refresh their memories.
- Invite children to tell the story first from Lizzie's point of view and then from Harold's.

**Activity** Have children summarize the story in a paragraph and illustrate it if they wish. Ask volunteers to read their paragraphs to the class. Display all the paragraphs on a bulletin board.



# Guided Instruction

18

**Props** /ôr/ Can anyone find the word on this page that rhymes with more? (*tore*)

## Retell the Story

Ask children to work in groups of four to retell the story. After children decide on what they will say in their retelling, have them choose roles. One person can be the narrator, and the other three can use the masks of Lizzie, Harold, and Douglas to act out the events.

*Summarize/Story Props*



## STUDENT SELF-ASSESSMENT

Have children ask themselves the following questions to assess their reading progress:

- How did role-playing help me understand the way Lizzie and the other people in the story felt?
- How did word clues help me to understand what kind of person Lizzie is?
- Did I use the pictures and the letters and sounds I know to help me read the words in the story?

### TRANSFERRING THE STRATEGIES

- How can I use these strategies to help me read other stories?

18

It was getting dark.

Douglas went home for supper.

Lizzie crawled back under the porch. She tore up her sign and her list of rules.

"What's the new name for the club?" Harold asked.

"I'll show you," said Lizzie.

She sat down and wrote in great big letters

THE NO RULES CLUB.



210

## REREADING FOR Fluency



PARTNERS

Children who need fluency practice can work with a partner reading the dialogue between Harold and Lizzie.

**READING RATE** You may want to evaluate children's reading rates. Have the children read aloud from *The Best Friends Club* for one minute. When the minute is up, have one child place a self-stick note after the last word read.

Then count the number of words the child has read.

Alternatively, you could also assess small groups or the whole class together by having children count words and record their own scores.

A Running Record form provided in **Diagnostic/Placement Evaluation** will help you evaluate reading rate(s).





Harold smiled.  
He stuck up the sign with a thumbtack.  
Then they both went upstairs to Lizzie's house  
for supper.

211

## Guided Instruction

### Return to Predictions and Purposes

Reread children's predictions about the story. Discuss the predictions, noting which needed to be revised. Then ask children if the story answered the questions they had had before they read the story.

PREDICTIONS	WHAT HAPPENED
This story is about two friends.	The story is about two best friends. They make a third friend.
The friends have a fight.	Lizzie and Harold have a fight, but then they make up.

## INFORMAL ASSESSMENT

### HOW TO ASSESS

**VARIANT VOWELS** Have children turn to pages 200 and 201. Have them read the words *care*, *ears*, and *more*.

**MAKE INFERENCES** Remind children of the clues about the way Lizzie and Harold felt. Ask children to describe how Lizzie might have felt when Harold quit the club.

### FOLLOW UP

**VARIANT VOWELS** Continue to model the blending of sounds in the words with *r*-controlled words for children who are having difficulty pronouncing and recognizing the words.

**MAKE INFERENCES** Encourage children who have difficulty understanding Lizzie and Harold's actions and feelings to discuss clues about the characters with others in the class.

## LITERARY RESPONSE

**QUICK-WRITE** Have children write about their reactions to Lizzie and Harold. Would they like to be in Lizzie and Harold's club? Why or why not?

**ORAL RESPONSE** Have children use their journal entries to discuss these questions:

- What was your favorite part of the story?

- Who is your favorite character?
- If you were Harold, would you have let Lizzie make up so many rules in the beginning?
- What other stories have you read about best friends? Talk about any movies or television shows you have watched that were about best friends.



# Story Questions

Have students discuss or write answers to the questions on page 212.

## Answers:

1. Lizzie makes most of the rules, but Harold makes up one. *Literal/Character*
2. Possible answer: Lizzie is jealous and doesn't want Harold to be friends with Douglas. She says only best friends can be in the club. *Inferential/Character*
3. Possible answer: Lizzie is lonely playing by herself. *Inferential/Character*
4. This story is about Lizzie and Harold, who are best friends. They fight because Harold gets a new friend, but finally they see that friends can be shared. *Critical/Summarize*
5. Possible answer: The friends should have talked about their true feelings so there wouldn't be any misunderstandings. *Critical/Reading Across Texts*

**Write an Ad** For a full writing process lesson on persuasive writing, see pages 215M–215N.

## Meeting Individual Needs

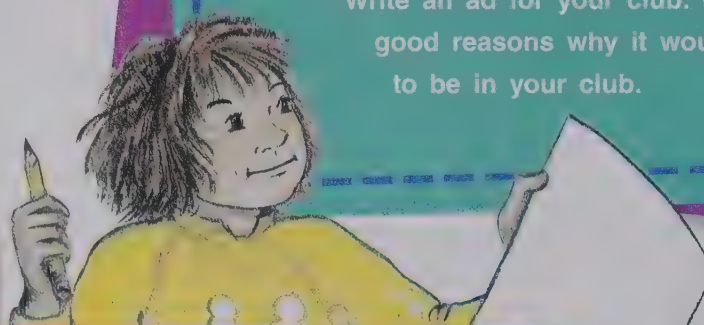
# Story Questions & Activities

READ TOGETHER

- 1 Who makes all of the rules for the Best Friends Club?
- 2 Why doesn't Lizzie want Douglas to be in the club? Tell how you know.
- 3 Why do you think Lizzie lets Douglas in the club at the end of the story? Tell why you think so.
- 4 What is this story mostly about?
- 5 How might the misunderstandings in "The Best Friends Club" and "A Letter to Amy" have been avoided?

## Write an Ad

If you formed your own club, what kind of club would it be? Who would want to join your club? Write an ad for your club. Give three good reasons why it would be fun to be in your club.



### EASY

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach 61

#### Story Comprehension

Use the words in the box to retell "The Best Friends Club."

Harold	Lizzie	Douglas	best	party
join	rules	club	teach	president

Lizzie and Harold are \_\_\_\_\_ best \_\_\_\_\_ friends.

They \_\_\_\_\_ teach \_\_\_\_\_ each other things. One

day they start a \_\_\_\_\_ club. Lizzie is

\_\_\_\_\_ president. She makes up the

\_\_\_\_\_ rules \_\_\_\_\_ for the club. \_\_\_\_\_ Harold

also wants to be friends with \_\_\_\_\_ Douglas. At first

\_\_\_\_\_ does not want Douglas in the club.

Douglas writes Lizzie to his \_\_\_\_\_ party. Lizzie

says Douglas can \_\_\_\_\_ join \_\_\_\_\_ the club.

Book 2, Unit 2  
The Best Friends Club

61

### ON-LEVEL

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice 61

#### Story Comprehension

Think about "The Best Friends Club." Then fill in the chart below. Answers may vary.

1. Main Characters (who)	Lizzie and Harold
2. Problem:	Harold wants Douglas to join the club. Lizzie does not want Douglas to join.
3. What happens	Harold quits the club.
4. What happens next	Lizzie decides to have her own club.
5. Ending	Lizzie, Harold, and Douglas form the No Rules Club.

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### CHALLENGE

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend 61

#### Story Comprehension

Rewrite "The Best Friends Club." Pretend you are Lizzie and make up your own rules about your club. Tell about Harold and Douglas. Explain why you change the name of the club. Use the words I, me, mine, we, us, and our.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Book 2, Unit 2  
The Best Friends Club

61



## Teach Your Favorite Game



Write directions for one of your favorite games. It could be a ball game, a card game, checkers, or chess. You could even make up your own game. Add pictures to help make your directions clearer. Share the directions with friends and teach them how to play.

## Story Activities

### Teach Your Favorite Game

**Materials:** sheets of paper, pencils, colored pens or crayons



Have groups select a game they all like to play. Have them write down the steps needed to play the game and add illustrations to help explain how to play it. When they have finished, groups can share their games with the class.

### Draw Your Dream Clubhouse

**Materials:** sheets of paper, pencils



Have children draw pictures of their dream clubhouse. Then ask them to write a description of their dream clubhouse, using their drawing as the model.

### Find Out More

**RESEARCH AND INQUIRY** Have groups choose a school or community club to research. Have them make a list of things they want to know about this club. Children can interview someone connected to the club, and report their findings to the rest of the class.



For more information about this topic, have children go to [www.mhschool.com/reading](http://www.mhschool.com/reading).



## Find Out More

Find out the name of one club in your community. What kinds of things do its members like to do?

213

### DAILY **Phonics** ROUTINES

DAY  
3

#### Letter Substitution

Ask a volunteer to write an /ar/ word on the chalkboard. Ask another child to change the vowel letter or letters to make it a different *r*-controlled word, such as *care* to *core*.

### FORMAL ASSESSMENT

After page 213, see the Selection Assessment.



# Study Skills

## GRAPHIC AIDS

### TESTED OBJECTIVES

Children will:

- identify parts of a diagram.
- follow directions using a diagram.

**PREPARE** Examine the diagram with children. Display **Teaching Chart 52**.

**TEACH** Have a volunteer point out each illustration in order. With the class, match each picture to a part of the directions.

**PRACTICE** Have children answer questions 1–5. Review the answers with them.

1. string 2. the thumb 3. four fingers  
4. diamond and triangles

**ASSESS/CLOSE** Hand out a 36" length of string, tied in a loop, to each child. Have children follow the directions to create a cat's cradle.

## Meeting Individual Needs

# STUDY SKILLS

READ TOGETHER

## Make a Cat's Cradle

Tie the two ends of a string together. Loop the string around each hand. Next, loop the string around your four fingers. Slip your middle finger under the string that crosses your other palm and pull. Do this with both middle fingers. You have made a cat's cradle.

A. string



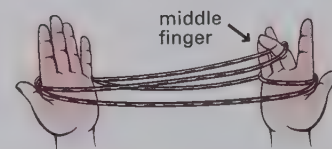
B.



C.



D.



Use the diagram to answer the questions.

- 1 What materials do you need to make a cat's cradle?
- 2 Look at picture B in the diagram. What finger is outside the string?
- 3 Look at picture C. Which fingers have a loop of the string around them?
- 4 Make a cat's cradle. Look at the pattern of the string. What shapes do you see?

### EASY

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach 62

Use a Diagram

A diagram can tell you how to do something.

These diagrams show how to wind a yo-yo string.



A: Take the yo-yo in your right hand. B: Pinch the first end of the string with your left hand. C: Wind the string around the yo-yo. D: Wind the string around the yo-yo.

Use the diagrams above to answer these questions.

1. What are these diagrams showing you how to do?  
wind a yo-yo string
2. Which hand holds the yo-yo at the start? the left  
(or the right if left-handed)
3. Which finger do you use to hold the first inch of string before you wind it? the thumb
4. What do you need to let go of as you start winding?  
the string

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Book 2 (Unit 2) The Best Friends Club

### ON-LEVEL

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice 62

Use a Diagram

Study the diagrams below. They show part of a string game called cat's cradle. One person loops string around his or her fingers to create a pattern of X shapes inside a circle. Another person changes the pattern to a pattern called the soldier's bed.



Study these diagrams and answer the following questions.

1. How many fingers does the string loop around in the first step?  
8: 4 on each hand
2. What part of the string is pinched in step 2?  
the X shapes
3. How many people are needed to change the pattern? two
4. Why do you think the final design is called the soldier's bed?  
Answers will vary but accept something about how it looks like a bed or webbing that could be slept in.

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Book 2 (Unit 2) The Best Friends Club

### CHALLENGE

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend 62

Use a Diagram

Think of something you have made. It could be a sandwich or a paper airplane. Write the directions on how you made it in three steps. Then draw a picture of each step.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



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Book 2 (Unit 2) The Best Friends Club



# TEST POWER

What does the story tell you about feelings?



## Test Power

THE PRINCETON REVIEW

### Read the Page

Explain to children that you will be reading this story as a group. You will read the story, and they will follow along in their books.

Request that children put pens, pencils, and markers away, since they will not be writing in their books.

### Discuss the Questions

**QUESTION 1:** Remind children to look for words that describe feelings or emotion. The clue to the answer is in the eleventh sentence, where Baxter frowns after failing to fly.

**QUESTION 2:** Since the question asks about the end of the story, instruct children to reread the last paragraph. The story shows that Baxter felt happy being a bear.

**Q1:** Obj. 5 Understand the feelings and emotions of characters

**Q2:** Obj. 2 Recall supporting facts and details

### DIRECTIONS:

Read the story. Then read each question about the story.

### SAMPLE

## Baxter Tries to Fly

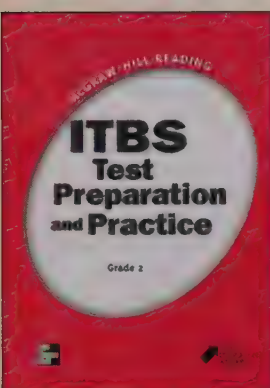
Baxter was a curious bear. He wanted to live in a tree and to fly like a bird. One day Baxter went to see Ray Raven. "Can I live in your nest?" asked Baxter.

"Sure," said Ray. Baxter started to climb the tree, but he was too heavy. The branches broke when he stepped on them. "Can you show me how to fly?" he asked Ray. Ray flapped his wings and flew. Baxter flapped his arms, but he couldn't fly. Baxter frowned.

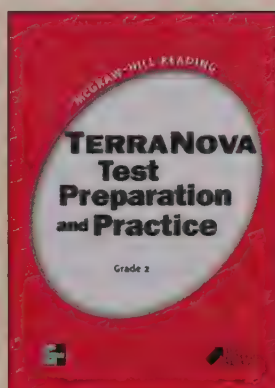
"Cheer up," said Ray. "Bears get to eat honey."

Baxter ate some honey and smiled. "You're right," Baxter said. "It's not so bad to be a bear."

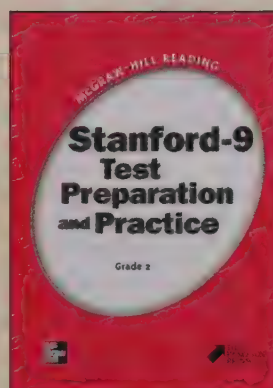
- 1 How did Baxter feel after he tried to fly?
  - ☐ Tired
  - ☒ Unhappy
  - ☐ Confused
- 2 Why is Baxter happy at the end of the story?
  - ☒ He realizes that being a bear isn't so bad.
  - ☐ He finally learned how to fly.
  - ☐ He moved into Ray's nest.



ITBS/TEST PREPARATION



TERRANOVA/TEST PREPARATION



SAT 9/TEST PREPARATION





PUPIL SELECTION

EASY  
DECODABLE

## Answers to Story Questions

- 3 of the following: The Defenders of the Rainforest, LIFE, Kids FACE, Tree Musketeers.
- Because the president didn't answer her and she wanted to get some attention.
- It has probably gotten better.
- Clubs that kids have formed to help save the environment.
- Answers will vary.

## Story Questions and Writing Activity

- Name three of the groups that kids have started to help save the environment.
- Why did the girl who started "Kids FACE" get her letter printed on large signs?
- What do you think has happened to the environment since these clubs got started?
- What is the main idea of the book?
- Compare these clubs with *The Best Friends Club*. How are they the same? How are they different?

## You Can Help

There are lots of things you can do to help the Earth. One way you can help is to recycle. Make a poster that tells the people in your area about recycling. Include pictures of the things that need to be recycled.

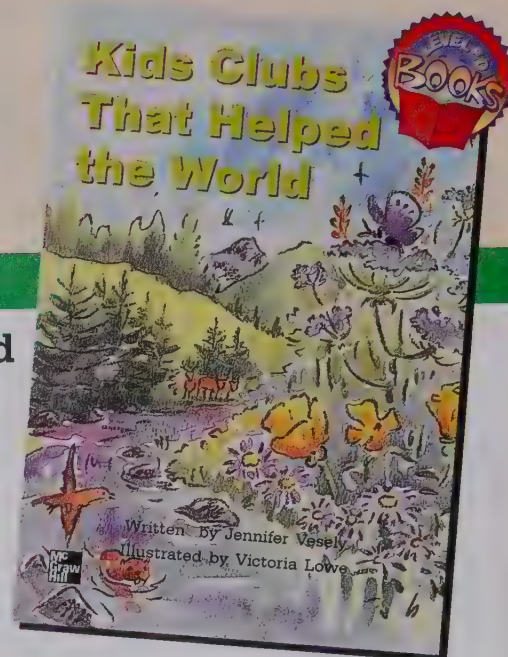
from *Kids Clubs That Help the World*

# Leveled Books

## EASY

## Kids Clubs That Help the World

- ✓ **Phonics** Variant Vowels  
/âr/, /ôr/, /îr/
- ✓ **Make Inferences**
- ✓ **Instructional Vocabulary:**  
*allowed, leaned, president, promise, rules, whispered*



## Guided Reading

**PREVIEW AND PREDICT** As you take the **picture walk**, have children predict what the story will be about.

**SET PURPOSES** Have children write why they want to read *Kids Clubs That Help the World*.

**READ THE BOOK** Use the following questions to guide children's reading or after they have read the story independently.

**Page 5:** Find the work on this page with the /ôr/ sound. (*stores*) What letters stand for the sound? (*ore*) **Phonics and Decoding**

**Page 11:** Find the word *President*. Which president is the writer talking about here? (*President of United States*) What other kinds of presidents can there be? (*presidents of clubs and organizations*) **Instructional Vocabulary**

**Page 12:** What problem caused the girl from Tennessee to start the club called Kids FACE? (*air pollution*) How does Kids FACE help with this problem? (*plants trees, recycles, writes letters*) **Problem and Solution**

**Pages 13–15:** What kinds of children would be interested in joining a club like Tree Musketeers? **Make Inferences**

**Page 16:** What kinds of kids started these clubs? What do they all have in common? **Make Inferences**

**RETURN TO PREDICTIONS AND PURPOSES** Have children review their predictions and purposes for reading. Did they find out what they wanted to know?

**LITERARY RESPONSE** Discuss these questions:

- If you were to start a club, what kind of club would it be?
- Do you think these kids will continue to care about the environment when they become adults? Why or why not?

Also see the story questions and activity in *Kids Clubs That Help the World*.

See the **Phonics CD-ROM** for practice with the /âr/, /ôr/, and /îr/ sounds.



# Leveled Books

## INDEPENDENT

### Dora and the Un-Club

- ✓ **Phonics** Variant Vowels  
/âr/, /ôr/, /îr/
- ✓ **Make Inferences**
- ✓ **Instructional Vocabulary:**  
*allowed, leaned, president, promise, rules, whispered*



## Guided Reading

**PREVIEW AND PREDICT** As you take the **picture walk**, have children predict what the story is about.

**SET PURPOSES** Have children write why they want to read *Dora and the Un-Club*. For example, they may want to learn what an un-club is.

**READ THE BOOK** Use the following questions to guide children's reading or after they have read the story independently.

**Page 5:** Why did Dora want to leave Berta's Best Friends Club? (*Members could only do what Berta wanted them to do.*)  
**Make Inferences**

**Page 6:** Find the word *promise*. What did Meg think she had to promise to join the Un-Club? (*to be Dora's best friend*) What kinds of promises have you made?  
**Instructional Vocabulary**

**Page 15:** Read the last sentence in the first paragraph. Can you find two words with the /îr/ sound? (*near, ear*) What letters make the /îr/ sound in both words? (*ear*)

**Page 16:** How do you think the girls felt about being in the Un-Club together? What kinds of things do you think they will do? **Make Predictions**

**RETURN TO PREDICTIONS AND PURPOSES** Have children review their predictions and purposes for reading.

**LITERARY RESPONSE** Discuss these questions:

- What was your favorite part of the story?
- Do you think it was a good idea for Dora to start the Un-Club? Why or why not?

Also see the story questions and activity in *Dora and the Un-Club*.

See the **Phonics CD-ROM** for practice with the /âr/, /ôr/, and /îr/ sounds.



### Answers to Story Questions

1. She felt it was unfair that Berta made all the rules.
2. She probably felt lonely.
3. Possible response: To be with other people who like the same things they do.
4. A girl doesn't like all the rules in a club, so she starts an un-club.
5. Answers will vary.

### Story Questions and Writing Activity

1. Why did Dora leave Berta's Best Friends Club?
2. How did Berta feel when the girls left her club?
3. Why do people join clubs?
4. What is the story mostly about?
5. If Lizzie from *The Best Friends Club* met Berta do you think they would be friends? Why or why not?

### Our Un-Club Clubhouse

What would you like your clubhouse to look like? Write some sentences describing it and make a list of things you would need to build it. Draw a picture to go with your description.

from *Dora and the Un-Club*





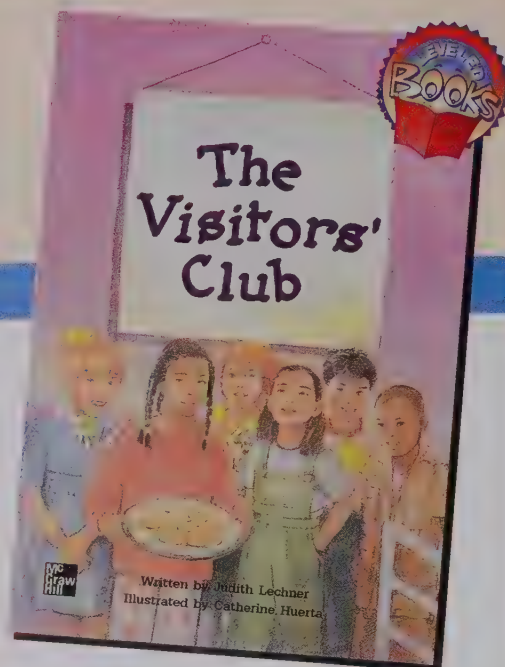
CHALLENGE

# Leveled Books

## CHALLENGE

### The Visitors' Club

- ✓ **Phonics** Variant Vowels  
/â/ , /ô/ , /î/
- ✓ **Make Inferences**
- ✓ **Instructional Vocabulary:**  
*allowed, leaned, president, promise, rules, whispered*



#### Answers to Story Questions

1. She read a book about a club.
2. They like to dance to swing music at Mr. Forest's apartment and to play with the baby and eat flan at Mrs. Campos's apartment.
3. Casey, because she's always trying to say nice things.
4. It is about a club of boys and girls who visit people in their neighborhood and have fun with them.
5. Answers will vary.

#### Story Questions and Writing Activity

1. Why did Tanya want to start a club?
2. Why did the club members like to visit Mr. Forest and Mrs. Campos?
3. Reread pages 4 and 5. Which one of the six club members do you think does not like to fight?
4. What is this story mostly about?
5. If Lizzie from the *The Best Friends Club* met Tanya, what would they tell each other about their clubs?

#### Raising Money for the Club

Pretend the Visitors' Club needed to raise money. If the Visitors' Club made 10 kites and sold them for two dollars each, how much money would they make?

from *The Visitors' Club*

## Guided Reading

**PREVIEW AND PREDICT** Take a **picture walk** through the story. As children study the illustrations, have them predict what the story will be about.

**SET PURPOSES** Have children write one or two sentences that tell why they want to read *The Visitors' Club*.

**READ THE BOOK** Use the following questions to guide children's reading or after they have read the story independently.

**Page 4:** Read the last paragraph. Does Tanya shout or speak softly to her friends when she whispers "Thanks"?

*Instructional Vocabulary*

**Page 5:** Find the word *glared*. What sound do the letters *are* make? (/âr/)

*Phonics and Decoding*

**Page 6:** Why might people in a club want to have a secret handshake or password?

*Make Inferences*

**Page 7:** What problem did Tanya and Mike have with their club? (*didn't know what club should do*) What suggestions did their

mother have? (*Club members could do things for the community.*)

*Problem and Solution*

**Page 11–13:** What kinds of things has the club been doing? (*dancing, playing, with a baby, playing ball*) How are all these activities alike? (*They all involve visiting their neighbors.*) *Summarize/Make Inferences*

**RETURN TO PREDICTIONS AND PURPOSES** Have children review their predictions and purposes for reading.

**LITERARY RESPONSE** Discuss these questions:

- What was your favorite part of the story?
- Do you think the Visitors' Club was a good name for their club? Why or why not?

Also see the story questions and activity for *The Visitors' Club*.

See the  **Phonics** CD-ROM for practice with the /âr/, /ôr/, and /îr/ sounds.



# Activities

## Anthology and Leveled Books

### Connecting Texts

#### CLUB WEB

Start a Word Web on the chalkboard. In the center of the web, write the word *Clubs*. Write the story titles around the center of the web. Have children list the kinds of things club members do in each story under the story titles.

Use the chart to discuss different kinds of clubs.



### Viewing/Representing

**VIEWING/REPRESENTING** Divide the class into four groups, one for each of the four books read in the lesson. Have each group dramatize a meeting similar to a meeting the children in their assigned story would have. Have children present their dramatizations to the group.

#### AUDIENCE RESPONSE

Have children watch each dramatization, allowing time for questions afterward.



### Research and Inquiry

**MORE ABOUT CLUBS AND ORGANIZATIONS** Have children ask themselves: What other kinds of clubs and organizations would I be interested in learning about? Invite them to:

- read about the efforts of clubs and organizations in school library reference books.
- search in newspapers for information about clubs, club meetings, and the efforts of these clubs.
- form a club in the classroom that will address a particular issue.



Have children log on to [www.mhschool.com/reading](http://www.mhschool.com/reading) for links to Web pages about this topic.



TESTED  
OBJECTIVES

Children will:

- identify /âr/are; /ôr/or, ore; and /îr/ear.
- blend and read r-controlled vowel words.
- review initial digraph sh and blend st.

## MATERIALS

- Teaching Chart 53

SPELLING/PHONICS  
CONNECTIONS

Words with /âr/are; /ôr/or, ore;  
and /îr/ear: See the 5-Day  
Spelling Plan, pages 215Q–215R.

ALTERNATE TEACHING  
STRATEGY

**REVIEW** /âr/are; /ôr/or,  
ore; /îr/ear

For a different approach to  
teaching this skill, see page T70.

# Review /âr/are; /ôr/or, ore; /îr/ear

## PREPARE

Listen for /âr/  
/ôr/, and /îr/

Read the following sentence aloud and have children raise a hand whenever they hear a word with the vowel sound /âr/ as in *care*, /ôr/ as in *tore*, or /îr/ as in *ear*.

- We need cord to tie up the camping gear that we will share.

## TEACH

**BLENDING**  
Model and Guide  
Practice with  
/âr/are; /ôr/or,  
ore; and /îr/ear

- Display **Teaching Chart 53**. Run your hand under the letters *are* in the first example and say the sound /âr/.
- Choose the letter *c* from the letter box at the top of the chart and write it in the space before *are* to form the word *care*.
- Blend the sounds together with children.



c	m	b	h	f	sh	st
---	---	---	---	---	----	----

carecorehearmaremorefearbareborehareshorefarestoresharestare

Teaching Chart 53

Use the Word  
in Context

- Have volunteers use the word in a sentence to reinforce its meaning. Example: *I like to care for my rabbit.*

Repeat the  
Procedure

- Have children add a letter, digraph, or blend from the box to form new words with the sounds /âr/, /ôr/, and /îr/.



## PRACTICE

**RYHMING**  
Write Rhyming Words with the Sounds /är/; /ôr/; /îr/



Divide the class into three groups. Give one group the word *care*; one group *core*; and one group *dear*. Have children in each group make lists of words that rhyme with the word they are given. Ask them to create a simple rhyme using the words on their list.

► **Linguistic/Interpersonal**

## ASSESS/CLOSE

**Read Rhymes**  
with /är/are;  
/ôr/or, ore; and  
/îr/ear

To assess children's ability to blend and read *r*-controlled words, observe children as they create their rhymes in the Practice activity. Have children read their rhymes aloud.

## ADDITIONAL PHONICS RESOURCES

Phonics/Phonemic Awareness  
Practice Book,  
pages 55–62

McGraw-Hill School  
**TECHNOLOGY**

CD-ROM

activities for practice with  
Blending and Segmenting



## DAILY **Phonics** ROUTINES

**DAY 4**

**Writing** Have children work in pairs to write a very short story, using at least one /är/ word, one /ôr/ word, and one /îr/ word.

## SELF-SELECTED Reading

Children may choose from the following titles.

### ANTHOLOGY

- *The Best Friends Club*

### LEVELED BOOKS

- *Kids Clubs That Help the World*
- *Dora and the Un-Club*
- *The Visitors' Club*

Bibliography, pages T82–T83

## Meeting Individual Needs for Phonics

### EASY

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach 63

/är/ are; /ôr/ or, ore; /îr/ ear

Read the words. Listen to the sound made by the letters in dark print.  
rear sore worm store

Complete each picture word using the letters below.

ore ear or are

1. y ear
2. sc are
3. st ore
4. c or n
5. n ear
6. m ore

### ON-LEVEL

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice 63

/är/ are; /ôr/ or, ore; /îr/ ear

Complete each sentence with a word from the box.

bare clear hear born shore year

1. Fill in the day, month, and year.
2. He was walking on his bare feet.
3. Listen to the sleeping man snore.
4. When were you born?
5. Can you hear the singing birds?
6. The water is so clear.

### CHALLENGE

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend 63

/är/ are; /ôr/ or, ore; /îr/ ear

porch	ears	care	more	tore
hear	storm	share	spare	fort
spear	clear	shore	store	stare
fear	snore	stork	near	earn
scared	born	horn	morning	smear

Close your eyes and touch the board. Open your eyes and read the word. Write a sentence using your word. Repeat.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### LANGUAGE SUPPORT

Name \_\_\_\_\_ Date \_\_\_\_\_

Sights and Sounds

1. fork fore fear
2. store store steer
3. hare horse hear
4. tore tears torts
5. score score sorts



TESTED  
OBJECTIVES

Children will:

- review /â/are; /ôr/or, ore; and /îr/ ear.
- review diphthongs /ou/ ow, ou; /oi/ oy.
- review variant vowel /ü/ oo, ew.

## MATERIALS

- Teaching Chart 54

## Review

/â/; /ôr/; /îr/;  
/ou/; /oi/; /ü/

## PREPARE

Discriminate  
Among Vowel  
Sounds

Remind children which symbols stand for the following sounds: /â/, /ôr/, /îr/, /ou/, and /ü/.

Place word cards for these words on the chalkboard ledge: *care, porch, ears, down, around, threw*. Then say other words with each sound. Have children identify the word on the ledge with the same sound.

## TEACH

BLENDING  
Model and Guide  
Practice with  
Variant Vowels

- Display **Teaching Chart 54**. Tell children to choose letters from the box to complete the first sentence.
- Blend the sounds of the first answer with children. c are → care
- Have children choose letters from the box to complete the other sentences.



are oy ou ore ew ow ear

1. Take care of yourself.
2. I want more to eat.
3. Your ears help you hear.
4. Are you allowed to come?
5. We belong to a clubhouse.
6. That toy is fun!
7. He threw the ball to me.

Teaching Chart 54

Find Other Words  
with Variant  
Vowels

- Have children look through the story to find other words with these sounds. Children should find *porch, tore, down, around, clubhouse, boy, school, new* and *threw*.



## PRACTICE

### WORD BUILDING Build Words



Continue to display **Teaching Chart 54**. Have children work in small groups to suggest additional words for each sound. When finished, encourage children to see how many words they can create for each sound. ► **Interpersonal/Linguistic**

## ASSESS/CLOSE

### Build Words with Variant Vowels and Write Sentences

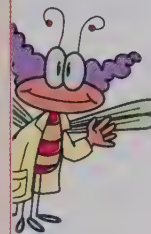
To assess ability to blend and write words with variant-vowel sounds, observe children as they continue their Practice activity. Have them write sentences using the words they have built.

## ADDITIONAL PHONICS RESOURCES

Phonics/Phonemic Awareness  
Practice Book pages 55–62

McGraw-Hill School  
**TECHNOLOGY**

**Phonics** CD-ROM  
activities for practice with  
Blending and Segmenting



## DAILY **Phonics** ROUTINES

**DAY 5**

**Building Words** Ask volunteers to add an initial letter or blend to a chalkboard list of *r*-controlled variant vowels. Encourage children to read the words they built.

## ALTERNATE TEACHING STRATEGY

*/ār/; /ōr/; /īr/; /ou/; /oi/; /ū/*

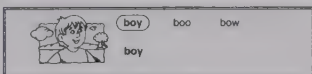
For a different approach to teaching this skill, see pages T68 and T100.

## Meeting Individual Needs for Phonics

### EASY

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach **64**

*/ār/; /ōr/; /īr/; /ou/; /oi/; /ū/*



Circle the word that names the picture. Write the word on the line.

- school allowed pool  
school
- tore shore new  
shore
- dear down ears  
ears
- crown clubhouse town  
crown
- share sound tear  
share
- brown toy boat  
toy

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### ON-LEVEL

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice **64**

*/ār/; /ōr/; /īr/; /ou/; /oi/; /ū/*

Choose the word that completes the sentence. Write the word on the line.

share tore near bow bloom  
threw ground storm now toys

- I threw the ball.
- I dropped my coat on the ground.
- There is a rain storm outside.
- You and I can share this sandwich.
- I fell and tore my pants.
- The dog barks when I come near.
- We clap as the clown takes a bow.
- Many flowers bloom in the spring.
- I want to play with my toys.
- I want it now, not later.

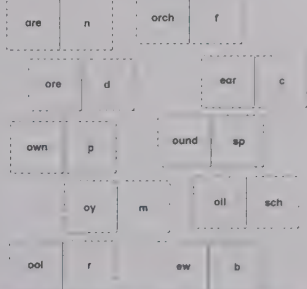
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### CHALLENGE

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend **64**

*/ār/; /ōr/; /īr/; /ou/; /oi/; /ū/*

Cut on the dotted lines. Put the dominoes next to each other to make words.



Challenge: Identify the dominoes that can be used to make the following words: near, new, fear, found, foil, rare, dare, dear, down, dew, core, real, porch, pear, pound, pool, spare, spear, spoon, more, mound, school, rare, rear, found, bare, bore, bear, board, boy, and bowl.

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### LANGUAGE SUPPORT

Name \_\_\_\_\_ Date \_\_\_\_\_

Word Maker

oon	ow	ore
m	b	c
sp	c	ch
s	h	m
n	n	sh
	w	st
		t

70 © Best Friends Club. Language Support. Blackline Master 10.



TESTED  
OBJECTIVES

Children will identify story problems and solutions.

## TEACHING TIP

## INSTRUCTIONAL

Encourage children to work with a partner to talk their way through finding a problem and its solution.

# Review Problem and Solution

## PREPARE

## Discuss Problem and Solution

Remind children that most stories are about problems and their solutions. Tell children that they will practice finding solutions to problems that Lizzie and Harold might have.

## TEACH

## Read "A New Club" and Model the Skill

Read **Teaching Chart 55** with the children.

## A New Club

Lizzie and Harold liked to read. Lizzie liked reading comics and books about famous people. Harold liked reading adventure stories and fantasies about made-up places. They decided to start a reading club. They needed a name for the new club. "Let's call it the Comic Book Club," said Lizzie. "I like the Adventure Club better," said Harold. Lizzie's mom decided to help. "You need a name that works for both of you," she said. "Why don't you call it the Bookworms Club?" Lizzie and Harold looked at each other and smiled. They both liked the name a lot.

Teaching Chart 55

Have children identify and underline the problem in the story. Then have them identify and circle the solution.

**MODEL** I can see from the story that Lizzie and Harold have a problem. They need a name for their new club. Lizzie's solution is okay for her, but not right for Harold. Harold's solution is right for him, but not good for Lizzie. I think the name of a club should be right for all the members, not just one, and it should be interesting.



## PRACTICE

### Create a Problem/ Solution Chart



Have children work in small groups to identify the problem and solution in the story "A New Club." Create a two-column Problem/Solution chart on the chalkboard. Have children fill in the problem and solution they have identified. Then have volunteers add new problems and solutions to the chart, based on other events they think might happen to Lizzie and Harold. ► **Interpersonal/Logical**

## ASSESS/CLOSE

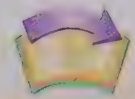
### Match Problems with Solutions

Have volunteers mix up the order of the solutions on the chart from the Practice activity. Then have groups match each problem with its solution.

## ALTERNATE TEACHING STRATEGY

### PROBLEM AND SOLUTION

For a different approach to teaching this skill, see page T66.



### LOOKING AHEAD

Children will apply this skill as they read the next selection, *Jamaica Tag-Along*.

## Meeting Individual Needs for Comprehension

### EASY

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach 65

#### Problem and Solution

A **problem** is the difficulty that a character in a story faces. The **solution** is how that character solves the problem.

Complete the sentences with the names of the characters in "The Best Friends Club."

Harold Lizzie Douglas

#### Problem

- At the beginning, Harold and Lizzie are best friends.
- But Harold also wants to be friends with Douglas.
- For a while, Lizzie is alone.

#### Solution

- At the end of the story, Harold, Lizzie, and Douglas form a new club together.



### ON-LEVEL

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice 65

#### Problem and Solution

Think about "The Best Friends Club." Read the sentences below that tell about problems. Then write a solution for each problem. **Answers may vary.**

#### Problems

- Harold and Lizzie want people to know where their club is.  
**They make a sign.**  
**They hang it on the porch.**
- The club president has to make up the rules.  
**Lizzie likes to make rules.**  
**She becomes president.**
- Harold wants both Lizzie and Douglas as friends.  
**Lizzie and Harold have**  
**Douglas join the club.**
- "Lizzie's Club" is the wrong name for the new club.  
**Lizzie changes the name.**
- Douglas invites everyone in his class to his party. Lizzie is not in his class.  
**Douglas invites Lizzie to**  
**his party.**

#### Solutions

### CHALLENGE

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend 65

#### Problem and Solution

Look at the chart. Read the problem and solution for "The Best Friends Club." Then write the title of another story you have enjoyed. Write the problem in that story. Tell the solution.

Story The Best Friends Club

**Problem** Lizzie did not like being the only member of her club.

**Solution** Lizzie got rid of the rules so other children could become members.

Story \_\_\_\_\_

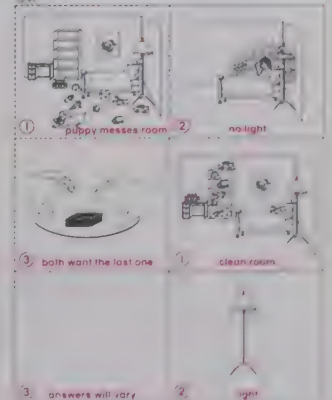
**Problem** \_\_\_\_\_

**Solution** \_\_\_\_\_

### LANGUAGE SUPPORT

Name \_\_\_\_\_ Date \_\_\_\_\_

#### What's the Answer?





# TESTED OBJECTIVES

Children will recognize prefixes *re-* and *un-* and how they change word meanings.

## MATERIALS

- Teaching Chart 56

## TEACHING TIP

**INSTRUCTIONAL** When working with very immature children, ESL students, children with short attention spans, or children with language delays, often it is a good idea to have the children answer one question at a time. Each child should do his or her own work, but work through the page as a class.

# Review Prefixes

## PREPARE

### Discuss Meaning of Prefixes *re-* and *un-*

Remind children that a prefix is a word part added to the beginning of a word, that usually changes the meaning of the word. The prefix *re-* means "again" or "back." The prefix *un-* means "the opposite of" or "not."

For example, *retied* means "tied again." *Untied* means "not tied."

## TEACH

### Read the Passage and Model the Skill

Have children read the passage on **Teaching Chart 56**. Model how understanding prefixes can help them understand words as they read.

## A New Start

Lizzie was unhappy. She wanted to repay Harold for being such a good friend. She would never be unfair or unfriendly again. She began by rewriting the rules for the club. Then she repainted the poster. Maybe they could rebuild the clubhouse, too! They could rename it and fill it with new members. It was untrue that Lizzie wanted to have a club of one. What she really wanted was to unlock the door and invite everyone in!

Teaching Chart 56

**MODEL** I see the word *unhappy* in the first sentence. I know what the word *happy* means. I also know that the prefix *un-* added to a word means "not." So *unhappy* means "not happy." I can find other words I know in the story and figure out what they mean by looking for the prefix *un-* or *re-*, which means "again" or "back."









### GRAMMAR/SPELLING CONNECTIONS

See the 5-Day Grammar and Usage Plan, pages 2150–215P.

See the 5-Day Spelling Plan, pages 215Q–215R.

### TECHNOLOGY TIP



Computers have many different typefaces to choose from.

Try changing the font and see which one looks most effective for your ad. You may use more than one font in the same ad.

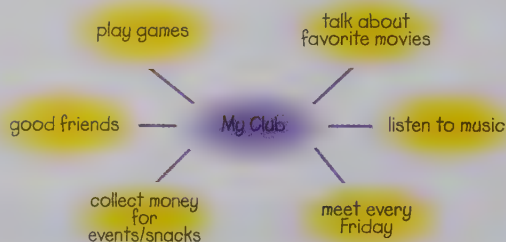
# Persuasive Writing

## Prewrite

**WRITE AN AD** Present this writing assignment: If you wanted to form your own club, what kind of club would it be? Who would want to join your club and why? Write an ad for your club that will make people want to join it.

**BRAINSTORM IDEAS** Have children brainstorm ideas for a club that others would want to join. Give at least three good reasons why it would be fun to be in your club.

**Strategy: Make a Word Web** Have children create a word web based on the activities, games, and other fun things they will do in their club.



Graphic Organizer 29

## Draft

**USE THE WORD WEB** In their ads, children should refer to the word web and describe the activities and games that might persuade people to join their club. Children can explain these club features using colorful, persuasive language. Suggest to children that they include illustrations to make their ads even more appealing.

## Revise

**SELF-QUESTIONING** Ask children to assess their drafts.

- Did I give good reasons to join my club?
- Did I use colorful words?
- What could I add that would make my ad more effective?



Have children present their ads to a small group for feedback.

## Edit/Proofread

**CHECK FOR ERRORS** Children should reread their ads for spelling, grammar, format, and punctuation.

## Publish

**MAKE A DISPLAY** Have children make a display showing all the different ads they created. Encourage children to share what they found most appealing in each ad.

### Join the Nature Detectives Club

- Do you like things that creep and crawl?
- Do you like growing things all?
- Then come join us as we explore
- Insects, plants, and even more!

Welcome to the Nature Detectives Club, where we track down all the fun on Earth! No "wonder of the world" escapes us—butterflies or buttercups—so bring your magnifying glass and hurry, hurry, hurry!



## Presentation Ideas

**ILLUSTRATE CLUB ACTIVITIES** Have children illustrate a typical activity in their club. ► **Visualizing/Representing**

**CREATE A TELEVISION AD** Have children pretend they are advertising their club on television and act out their ad.

► **Speaking/Listening**



Consider students' creative efforts, possibly adding a plus (+) for originality, wit, and imagination.

### Scoring Rubric

#### Excellent

- 4:** The writer
- presents very convincing reasons for joining the club.
  - uses colorful language to describe club activities.
  - presents the information in an organized way.

#### Good

- 3:** The writer
- gives good reasons for joining the club.
  - clearly describes the club activities.
  - presents the information in a concise, organized manner.

#### Fair

- 2:** The writer
- gives few reasons for joining the club.
  - may not clearly describe the club activities.
  - may show organizational problems.

#### Unsatisfactory

- 1:** The writer
- may not understand the task.
  - may not describe activities for a club.
  - may address the task but shows extreme organizational and language problems.

**0:** The writer leaves the page blank or fails to respond to the writing task. The writer does not address the topic or simply paraphrases the prompt. The response is illegible or incoherent.

### COMMUNICATION TIPS

**VIEWING** Have children look at examples of actual advertisements.

**LISTENING** Have children read their ad copy aloud and listen for awkward phrases.

### LANGUAGE SUPPORT

**ESL** If some ESL students have difficulty writing an effective advertisement in English, ask them to work with an English-fluent partner and write a bilingual advertisement. Have them write a short first language ad and then translate it into English with the help of the partner.



Invite children to include their ads and illustrations or another writing project in their portfolios.

## Meeting Individual Needs for Writing

### EASY

**Poster** Have children create a poster for their club. Suggest that they illustrate an activity and write a slogan about the club. Remind them to include the name of the club and information about joining.

### ON-LEVEL

**Joining a Club** If children could join a club, what kinds of activities would they choose? Have children write a list of activities they might like in a club. Have them include an illustration of themselves taking part in one of the activities.

### CHALLENGE

**Creating a Club Kit** Have children create a membership kit for a club. Encourage them to brainstorm what to include in the kit, such as a membership card, list of rules, and benefits. Children might also enjoy creating club buttons, stickers, and a map of the clubhouse.



# 5 Day Grammar and Usage Plan

## LANGUAGE SUPPORT

**ESL** Point to a student and identify him or her as a boy or girl. Say the student's name and write it on the chalkboard. Underline the capitalized letter. Point to the word and say: *This is a proper noun.* Proper nouns begin with a capital letter. Repeat with other children.

## DAILY LANGUAGE ACTIVITIES

Write the Daily Language Activities on the chalkboard each day or use **Transparency 8**. Have children correct the sentences.

### Day 1

1. Lizzie and harold are friends. Harold
2. She asked christina to come. Christina
3. Their club was on maple street. Maple Street

### Day 2

1. Christina had a party on monday. Monday
2. Her birthday is in june. June
3. My favorite holiday is thanksgiving. Thanksgiving

### Day 3

1. Harold walked with douglas. Douglas
2. The club met on friday. Friday
3. Lizzie lives on main street. Main Street

### Day 4

1. His father is dr. Rivera. Dr. Rivera
2. Lizzie went to see mrs. green. Mrs. Green
3. Douglas and I played on tuesday. Tuesday

### Day 5

1. Mr. brown is their teacher. Mr. Brown
2. Do you know when labor day is? Labor Day
3. Harold joined the club in july. July

Daily Language Transparency 8

DAY 1

## Introduce the Concept

**Oral Warm-Up** Write this sentence on the chalkboard: *Ben went to Clay Mountain.* Ask children to identify the nouns in the sentence.

**Introduce Proper Nouns** Tell children that in the above sentence the nouns *Ben* and *Clay Mountain* name a certain person and a certain place. Present:

### Proper Nouns

- Some nouns name a special person, place, or thing.
- This kind of noun is called a **proper noun**.
- A proper noun begins with a capital letter.

Present the Daily Language Activity and have children correct the sentences orally. Then have children write three sentences that include proper nouns.



Assign the daily Writing Prompt on page 192C.

Name \_\_\_\_\_ Date \_\_\_\_\_

GRAMMAR 45

### Proper Nouns

- Some nouns name a special person, place, or thing.
- This kind of noun is called a **proper noun**.
- A proper noun begins with a capital letter.

Ben went to Clay Mountain  
proper noun      proper noun

Circle the proper nouns.

1. The children went to Eel Lake.
2. They saw Needle Tower.
3. They had snacks at Green Acre Park on Elm Street.
4. They played with Brian's dog, Spot.
5. They took Spot to Parker School.
6. He saw Miss Smith.

45

GRAMMAR PRACTICE BOOK, PAGE 45

DAY 2

## Teach the Concept

**Review Proper Nouns** Ask children what a proper noun is and how it begins. Then have them use a proper noun in a sentence.

**More Proper Nouns** Ask children to list words that name a day of the week, month, and holiday. Then present:

### Proper Nouns

- Some proper nouns name days of the week, months, and holidays.
- The name of each day, month, or holiday begins with a capital letter.

Present the Daily Language Activity. Then have children write three sentences: one including a proper noun naming a day of the week, one including a month, and the last including a holiday.



Assign the daily Writing Prompt on page 192C.

Name \_\_\_\_\_ Date \_\_\_\_\_

GRAMMAR 46

### Write Proper Nouns

- Some proper nouns name days of the week, months, and holidays.
- The name of each day, month, or holiday begins with a capital letter.

Sunday      May      Mother's Day

Choose the proper noun that names a day, month, or holiday. Write it correctly.

1. father's day	5. showers
shirt	april
card	spring
<u>Father's Day</u>	<u>April</u>
2. summer	6. school
june	september
fun	class
<u>June</u>	<u>September</u>
3. day	7. thanksgiving
saturday	turkey
morning	yams
<u>Saturday</u>	<u>Thanksgiving</u>
4. egg	8. fall
easter	holiday
candy	labor day
<u>Easter</u>	<u>Labor Day</u>

46

GRAMMAR PRACTICE BOOK, PAGE 46



# Proper Nouns

DAY  
3

## Review and Practice

**Learn from the Literature** Review proper nouns. Read the sentence on page 199 of *The Best Friends Club*.

**"I'm only having Nancy and Amy and Stacey to my birthday party," they heard Christina say.**

Have children identify the proper nouns in the sentence. Then ask children to tell what these nouns name. (names of certain people)

**Writing Proper Nouns** Present the Daily Language Activity and have children identify the proper nouns in the sentences orally. Then have children work in groups to list names of people they know and places they have visited.



Assign the daily Writing Prompt on page 192D.

DAY  
4

## Review and Practice

**Review Proper Nouns** Write the proper nouns from the Daily Language Activity for Days 1–3. Have children name another proper noun of the same kind (person, place, day of week, month, or holiday). Then have children do the Daily Language Activity for Day 4.

**Mechanics and Usage** Before children do the daily Writing Prompt on page 192D, review the following:

### Abbreviations

- An **abbreviation** is a short form of a word.
- Most abbreviations begin with a capital letter and end with a period.
- Most titles of people are abbreviations (Mr., Mrs., Ms., Dr.).



Assign the daily Writing Prompt on page 192D

DAY  
5

## Assess and Reteach

**Assess** Use the Daily Language Activity and page 49 of the **Grammar Practice Book** for assessment.

**Reteach** Have children tell what a proper noun is and write examples of each type of proper noun they have learned. (names of a person, place, thing, days of the week, months, holidays)

Have children look through magazines for pictures of people. Then have children cut out the pictures, paste them on a piece of paper, and name the people, using proper nouns. Then ask children to write three sentences about the picture, using proper nouns. Have children create a classroom word wall with the sentences they have written.

Use page 50 of the **Grammar Practice Book** for additional reteaching.



Assign the daily Writing Prompt on page 192D.

Name \_\_\_\_\_ Date \_\_\_\_\_ **GRAMMAR 47**

**Find the Proper Nouns**

- The names of special people, places, and things begin with capital letters.
- The names of days of the week, months, and holidays begin with a capital letter.

My sister Joann has a dog named Shep.  
Shep was born on April 9.

Read the sentences.  
Underline the nouns that need capital letters.

1. Jenny and Todd are going to visit him.
2. They are leaving on thursday.
3. They will leave their cat, sandy, with a friend.
4. Sandy's birthday is may 6.
5. Tim lives in ohio.
6. He lives near lake green.
7. Tim's dad will meet them at county airport.
8. Tim and mr. smith will take them out.
9. They all will eat at the blackbird cafe.
10. Then they will go to maple street park.

**GRAMMAR PRACTICE BOOK, PAGE 47**

Name \_\_\_\_\_ Date \_\_\_\_\_ **GRAMMAR 48**

**Abbreviations**

- An abbreviation is a short form of a word.
- An abbreviation begins with a capital letter and ends with a period.
- Most titles of people are abbreviations.

Mrs. Ms. Mr. Dr.

Write each sentence correctly.

1. Do you know mr and mrs Borden?  
Do you know Mr. and Mrs. Borden?
2. I know ms Mary Borden.  
I know Ms. Mary Borden.
3. I think dr Walker knows her, too.  
I think Dr. Walker knows her, too.
4. Yes, dr Walker says ms Borden is a nice lady.  
Yes, Dr. Walker says Ms. Borden is a nice lady.

**GRAMMAR PRACTICE BOOK, PAGE 48**

Name \_\_\_\_\_ Date \_\_\_\_\_ **GRAMMAR 49**

**Proper Nouns**

Read each sentence. Find the nouns that name special people, pets, and places. Write the nouns with capital letters.

1. My friend bill has a snake. Bill
2. The snake's name is curly. Curly
3. Bill's house is on second avenue. Second Avenue
4. Curly likes to play in washington park. Washington Park
5. Bill bought his pet in boston. Boston

**GRAMMAR PRACTICE BOOK, PAGE 49**



# 5 Day Spelling Plan

## LANGUAGE SUPPORT

Write these words on the chalkboard in the following order: *more, year, care, dear, tore, bare*. Have children say the words out loud. Then have children find the rhyming words on the list and say the word pairs out loud.

## DICTIONATION SENTENCES

### Spelling Words

1. I can stay by the porch.
2. I care for you.
3. She is a dear girl.
4. We have more clay.
5. The ride is too short.
6. My room is bare.
7. He tore the shed down.
8. A year has passed.
9. They grow corn.
10. The boat is by the shore.

### Challenge Words

11. He allowed me to go.
12. I leaned over the bike.
13. She is the president of the class.
14. I made a promise to you.
15. What are the new rules?

## DAY 1 Pretest

**Assess Prior Knowledge** Use the Dictation Sentences at left and **Spelling Practice Book**, Page 45 for the pretest. Allow children to correct their own papers. If children have trouble, have partners give each other a midweek test on Day 3. Children who require a modified list may be tested on the first five words.

Spelling Words	Challenge Words
1. <b>porch</b>	11. <b>allowed</b>
2. <b>care</b>	12. <b>leaned</b>
3. <b>dear</b>	13. <b>president</b>
4. <b>more</b>	14. <b>promise</b>
5. <b>short</b>	15. <b>rules</b>
6. <b>bare</b>	
7. <b>tore</b>	
8. <b>year</b>	
9. <b>corn</b>	
10. <b>shore</b>	

Note: Words in **dark type** are from the story.

**Word Study** On page 46 of the **Spelling Practice Book** are word study steps and an at-home activity.

## DAY 2 Explore the Pattern

**Sort and Spell Words** Say the words *care, porch, and year*. Ask children what vowel sound they hear in each word. Explain that these words contain the vowel sounds /â/ , /ô/ , and /î/ .

Ask children to read aloud the ten spelling words before sorting them according to sound and spelling pattern.

/â/ spelled are	/ô/ spelled or
care	porch
bare	short
	corn
/ô/ spelled ore	/î/ spelled ear
more	ear
tore	dear
shore	year

**Word Wall** Have children look for new words that contain the /â/ , /ô/ , and /î/ vowel sounds and add them to the classroom word wall, underlining the spelling pattern in each word.

Name \_\_\_\_\_ Date \_\_\_\_\_ **SPELLING 45**

**Words with /â/are; /ô/or, ore; and /î/ear**

**Pretest Directions**  
Fold back your paper along the dotted line. Use the blanks to write each word as it is said to you. When you finish the test, unfold the paper and correct any spelling mistakes. Practice those words for the Posttest.

**To Parents,**  
Here are the results of your child's weekly spelling. Please read the words and check the spelling. If your child has a spelling mistake, please write the word correctly on the dotted line.

1. Read the word to your child.  
2. Have your child write the word, saying each letter as it is written.  
3. Say each letter of the word as your child checks the spelling.

**Challenge Words**

1. **porch**  
2. **care**  
3. **dear**  
4. **more**  
5. **short**  
6. **bare**  
7. **tore**  
8. **year**  
9. **corn**  
10. **shore**

**Challenge Words**

1. **allowed**  
2. **leaned**  
3. **president**  
4. **promise**  
5. **rules**

15 \_\_\_\_\_ 45

SPELLING PRACTICE BOOK, PAGE 45

Name \_\_\_\_\_ Date \_\_\_\_\_ **SPELLING 47**

**Words with /â/are; /ô/or, ore; and /î/ear**

porch dear short tore corn  
care more bare year shore

**Butter Up!**  
Fill the baseball bats with spelling words. Match each word with a spelling pattern.

**are** **ore**  
**or** **ear**

are 1. **care** 2. **bare**  
or 3. **porch** 4. **short** 5. **corn**  
ore 6. **more** 7. **tore** 8. **shore**  
ear 9. **dear** 10. **year**

15 \_\_\_\_\_ 47

SPELLING PRACTICE BOOK, PAGE 47



# Words with /är/are, /ôr/or, ore, and /îr/ear

## DAY 3 Practice and Extend

**Word Meaning:** Have children write a definition for each of the Spelling Words. Then have children take turns reading a definition as other children guess the Spelling Word being defined.

**Glossary** Have partners:

- write each Challenge Word.
- look up each Challenge Word in the Glossary. Some words are listed under their base words.
- write the part of speech next to each Challenge Word and circle the word that can be used as either a noun or a verb. (rules)

## DAY 4 Proofread and Write

**Proofread and Write** Write these sentences on the chalkboard, including the misspelled words. Ask students to proofread, circling incorrect spellings and writing the correct spellings. There are two spelling errors in each sentence.

We go to the shor every yeer. (shore, year)

Would you cair if we sat on the porech? (care, porch)



Have students use as many spelling words as possible in the daily Writing Prompt on page 192D. Remind students to proofread their writing for errors in spelling, grammar, and punctuation.

## DAY 5 Assess and Reteach

**Assess Students' Knowledge** Use page 50 of the **Spelling Practice Book** or the Dictation Sentences on page 215Q for the posttest.

**Personal Word List** If students have trouble with any of the words in the lesson, have them add to their personal list of troublesome words in their journals. Have students write a context sentence for each word.

Students should refer to their word lists during later writing activities.

Name \_\_\_\_\_ Date \_\_\_\_\_ **SPELLING 48**

**Words with /är/are; /ôr/or, ore; and /îr/ear**

porch	dear	short	tore	corn
care	more	bore	year	shore

Use a spelling word to complete each sentence.

1. It's important to take good care of your pet.
2. A giant is tall, but an elf is short.
3. The boy tore the paper off the birthday presents.
4. You sometimes start a letter with the word "dear".
5. The trees are bare in the winter.
6. There are 365 days in one year.
7. If you don't have enough, you want more.

**Definitions**  
Write the spelling word for each definition.

8. The place where land and sea meet shore.
9. The covered place at the front of a house porch.
10. A yellow food that grows on a stalk corn.

**Challenge Words:** Write a sentence for each word. Circle the spelling word in your sentence.

care, more, bore, year, shore, porch, dear, short, tore, corn

**SPELLING PRACTICE BOOK, PAGE 48**

Name \_\_\_\_\_ Date \_\_\_\_\_ **SPELLING 49**

**Words with /är/are; /ôr/or, ore; and /îr/ear**

**Proofreading Activity**  
There are six spelling mistakes in the paragraph below. Circle each misspelled word. Write the words correctly on the lines below.

My best friend, Mark, and I played on my porch. Then we went for a short walk to the shor. We had care feet, so we had to take more caution we usually did. First we walked on our toes. Then, we walked on our heels. We had fun.

1. porch
2. short
3. shore
4. bare
5. more
6. care

**Writing Activity**  
Write a letter to a friend. Tell your friend about something you like to play. Use four of your spelling words. Circle the spelling words you use.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**SPELLING PRACTICE BOOK, PAGE 49**

Name \_\_\_\_\_ Date \_\_\_\_\_ **SPELLING 50**

**Words with /är/are; /ôr/or, ore; and /îr/ear**

Look at the words in each set. One word in each set is spelled correctly. Use a pencil to color in the circle in front of that word. Before you begin, look at the sample sets of words. (Sample A has been done for you. Do Sample B by yourself. What you are asked to do, you may go on with the rest of the page.)

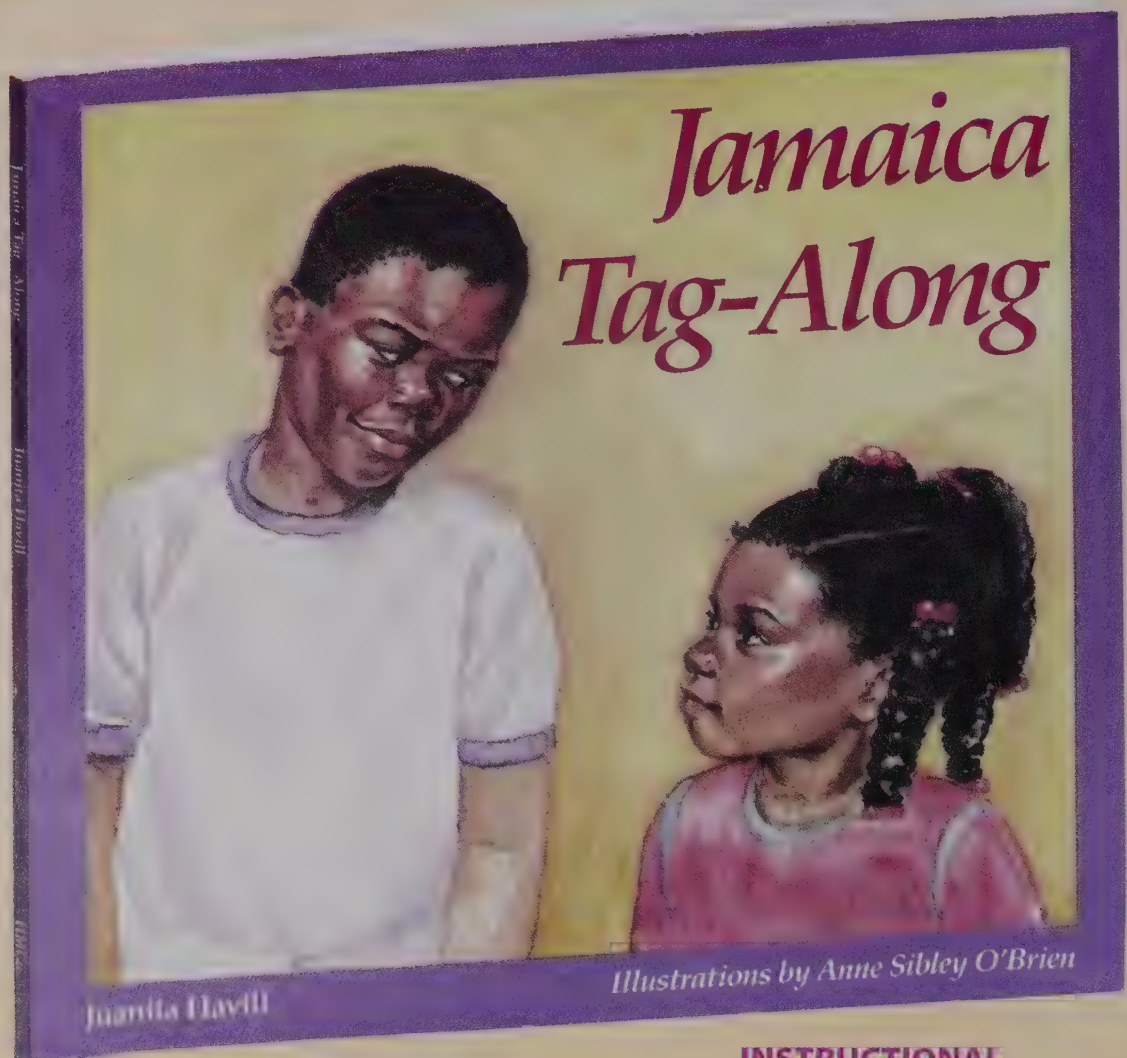
Sample A	Sample B
1. <input type="radio"/> care	1. <input type="radio"/> year
2. <input type="radio"/> night	2. <input type="radio"/> wife
3. <input type="radio"/> ring	3. <input type="radio"/> well
4. <input type="radio"/> right	4. <input type="radio"/> write
5. <input type="radio"/> porch	5. <input type="radio"/> shore
6. <input type="radio"/> short	6. <input type="radio"/> year
7. <input type="radio"/> porch	7. <input type="radio"/> year
8. <input type="radio"/> porch	8. <input type="radio"/> year
9. <input type="radio"/> porch	9. <input type="radio"/> year
10. <input type="radio"/> porch	10. <input type="radio"/> year

**SPELLING PRACTICE BOOK, PAGE 50**



# Jamaica Tag-Along

**Selection Summary** Jamaica hates being left out of things because she's too young. Then one day a younger child wants to tag along with her...



Listening  
Library  
Audiocassette

## INSTRUCTIONAL

Page T218-T239

**About the Author** As a young child, Juanita Havill made up stories. She eventually became a teacher but never stopped writing. "I write to find out what I think, to give form to thought."



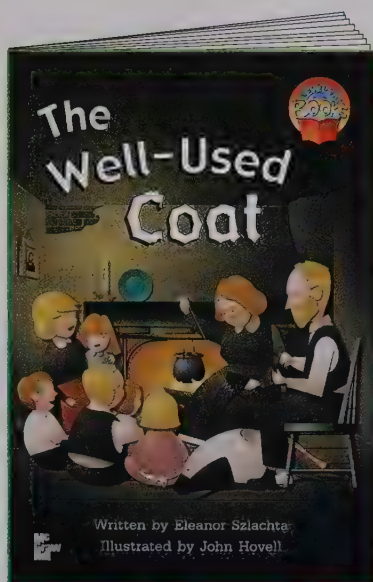
**About the Illustrator** Anne Sibley O'Brien was born in Chicago, Illinois, but spent most of her childhood in Korea. Today she lives in Peaks Island, Maine, with her husband and two children. In her three "Jamaica" books, she tries to show the warmth and love in Jamaica's family.





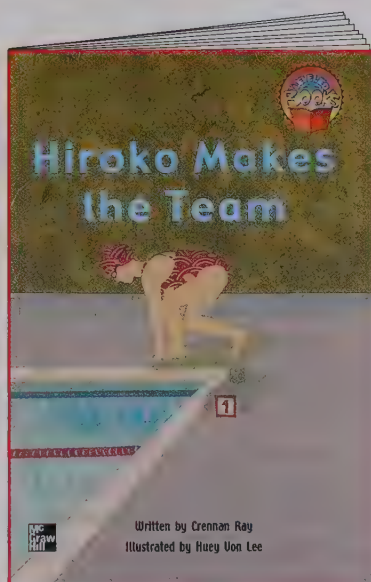
# Resources for Meeting Individual Needs

## LEVELED BOOKS



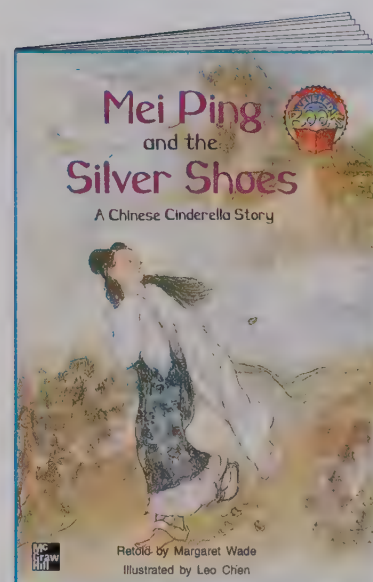
**EASY**  
Pages 243A, 243D

**DECODABLE**



**INDEPENDENT**  
Pages 243B, 243D

Take-Home version available



**CHALLENGE**  
Pages 243C, 243D

## LEVELED PRACTICE



### Reteach, 67-74

blackline masters with reteaching opportunities for each assessed skill

### Practice, 67-74

workbook with Take-Home Stories and practice opportunities for each assessed skill and story comprehension

### Extend, 67-74

blackline masters that offer challenge activities for each assessed skill

## ADDITIONAL RESOURCES

- **Language Support Book** 73-81
- **Take-Home Stories, Practice** pp. 68a-68b
- **Alternate Teaching Strategies** T64-T72
- **Selected Quizzes Prepared by** Accelerated Reader

McGraw-Hill School  
**TECHNOLOGY**  
Phonics CD-ROM provides extra phonics support.

**interNET**  
**CONNECTION**

Research & Inquiry ideas. Visit  
[www.mhschool.com/reading](http://www.mhschool.com/reading).







Suggested

# Lesson Planner

Available on CD-ROM

## READING AND LANGUAGE ARTS

**Phonics Daily Routines**

**Phonological Awareness**

**Phonics** /är/, /ûr/

**Comprehension**

**Vocabulary**

**Study Skills**

**Listening, Speaking, Viewing, Representing**

**Curriculum Connections**

**Writing**

**Grammar**

**Spelling** /är/, /ûr/

DAY

1

Focus on Reading and Skills

Daily Routine:  
Segmenting, 218B

CD-ROM



**Read Aloud and Motivate**, 216E  
"Brothers"

☒ **Develop Phonological Awareness**,  
216–217  
/är/ar; /ûr/ir, ur, er  
"Arthur, Arthur"

☒ **Introduce** /är/ar; /ûr/ir, ur, er,  
218A–218B  
**Teaching Chart 57**  
**Reteach, Practice, Extend**, 67  
**Phonics/Phonemic Awareness**  
**Practice Book**, 55–62

**Link** **Language Arts**, 216E



**Writing Prompt:** You're describing your sibling or a relative to the class. Write a short paragraph that tells about that person's appearance and personality.

**Introduce the Concept: Possessive Nouns**, 243O  
Daily Language Activity: Write singular possessive nouns correctly.  
**Grammar Practice Book**, 51

**Pretest: Words with** /är/ar; /ûr/ir, ur, er,  
243Q  
**Spelling Practice Book**, 51–52

DAY

2

Read the Literature

Daily Routine:  
Letter Substitution, 218C

CD-ROM

**Build Background**, 218C  
Develop Oral Language

**Vocabulary**, 218D

**building**      **edge**      **giant**  
**busy**          **form**          **repair**

**Word Building Manipulative Cards**  
**Teaching Chart 58**  
**Reteach, Practice, Extend**, 68



**Read the Selection**, 218–239  
Guided Instruction

☒ /är/ar; /ûr/ir, ur, er  
☒ Problem and Solution

**Minilessons**, 221, 225, 227, 229, 233

**Cultural Perspectives**, 220

**Activity** **Math**, 222



**Writing Prompt:** Write a letter that tells about games or activities you enjoy participating in with a sibling or friend.



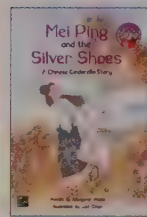
**Journal Writing**  
Quick-Write, 239

**Teach the Concept: Possessive Nouns**, 243O  
Daily Language Activity: Write singular and plural possessive nouns correctly.  
**Grammar Practice Book**, 52

**Explore the Pattern: Words with** /är/ar; /ûr/ir, ur, er, 243Q  
**Spelling Practice Book**, 53



# Meeting Individual Needs



= Skill Assessed in Unit Test

**Read EVERY DAY**

DAY

3

**Read the Literature**

Daily **Phonics** Routine:  
Words in Context, 241

CD-ROM

Rereading for Fluency, 238

Story Questions, 240  
**Reteach, Practice, Extend**, 69

Story Activities, 241

Study Skill, 242  
 Graphic Aids  
Teaching Chart 59  
**Reteach, Practice, Extend**, 70

Test Power, 243

**Read the Leveled Books**,  
Guided Reading  
 /är/ar; /ür/ir, ur, er  
 Problem and Solution  
 Instructional Vocabulary

**Activity** Art, 228



**Writing Prompt:** You have invited an older brother or sister to play at your best friend's house. Write a set of directions telling him or her how to get there from your house.

**Persuasive Writing**, 243M  
Prewrite, Draft

**Review and Practice: Possessive Nouns**, 243P

Daily Language Activity: Write singular and plural possessive nouns correctly.

**Grammar Practice Book**, 53

**Practice and Extend: Words with /är/ar; /ür/ir, ur, er**, 243R

**Spelling Practice Book**, 54

DAY

4

**Build Skills**

Daily **Phonics** Routine:  
Writing, 243F

CD-ROM

**Read the Leveled Books and the Self-Selected Books**

**Review /är/ar; /ür/ir, ur, er**, 243E–243F  
Teaching Chart 60  
**Reteach, Practice, Extend**, 71  
Language Support, 78  
**Phonics/Phonemic Awareness Practice Book**, 55–62

/är; /ür; /âr; /ôr; /ü/ **Review**, 243G–243H  
Teaching Chart 61  
**Reteach, Practice, Extend**, 72  
Language Support, 79  
**Phonics/Phonemic Awareness Practice Book**, 55–62

**Activity** Science, 230



**Writing Prompt:** You are giving a friend a tour of your house. Point out which things belong to you, to a sibling, to a parent, and to the whole family.

**Persuasive Writing**, 243M

Revise

**Meeting Individual Needs for Writing**, 243N

**Review and Practice: Possessive Nouns**, 243P

Daily Language Activity: Write singular and plural possessive nouns correctly.

**Grammar Practice Book**, 54

**Proofread and Write: Words with /är/ar; /ür/ir, ur, er**, 243R

**Spelling Practice Book**, 55

DAY

5

**Build Skills**

Daily **Phonics** Routine:  
Fluency, 243H

CD-ROM

**Read Self-Selected Books**

**Review Compound Words**, 243–243J  
Teaching Chart 62  
**Reteach, Practice, Extend**, 73  
Language Support, 80

**Review Compound Words**, 243K–243L  
Teaching Chart 63  
**Reteach, Practice, Extend**, 74  
Language Support, 81

**Listening, Speaking, Viewing, Representing**, 243N  
Set the Stage  
Listen and Respond

**Minilessons**, 222, 225, 227, 229, 233

**Activity** Social Studies, 236



**Writing Prompt:** Write a paragraph telling about a disagreement you had with a sibling or friend, and how you resolved it.

**Persuasive Writing**, 243M  
Edit, Proofread, Publish

**Assess and Reteach: Possessive Nouns**, 243P

Daily Language Activity: Write singular and plural possessive nouns correctly.

**Grammar Practice Book**, 55–56

**Assess and Reteach: Words with /är/ar; /ür/ir, ur, er**, 243R

**Spelling Practice Book**, 56



**Link**

Language Arts

# Read Aloud and Motivate

## Brothers

a poem  
by Charlotte Zolotow

**I**f it weren't for you  
I'd be the only child  
and I could watch any program I  
wanted on TV  
and keep the light on late at night  
to read in bed.  
No one would know  
if it weren't for you.

I could have a room of my own,  
and I could cry without anyone  
knowing  
and the dog would be just mine.  
But it is true  
I'd be alone with the grown-ups  
if it weren't for you!

## Oral Comprehension

**LISTENING AND SPEAKING** Motivate children to think about forming generalizations as you read aloud this poem about brothers. Ask them to think about what the author is saying about brothers. When you have finished, ask: *How did this character feel about having a brother?* Then ask: *Is this true of most brothers? Why or why not?* Encourage children to think about brothers and how they might feel toward each other.

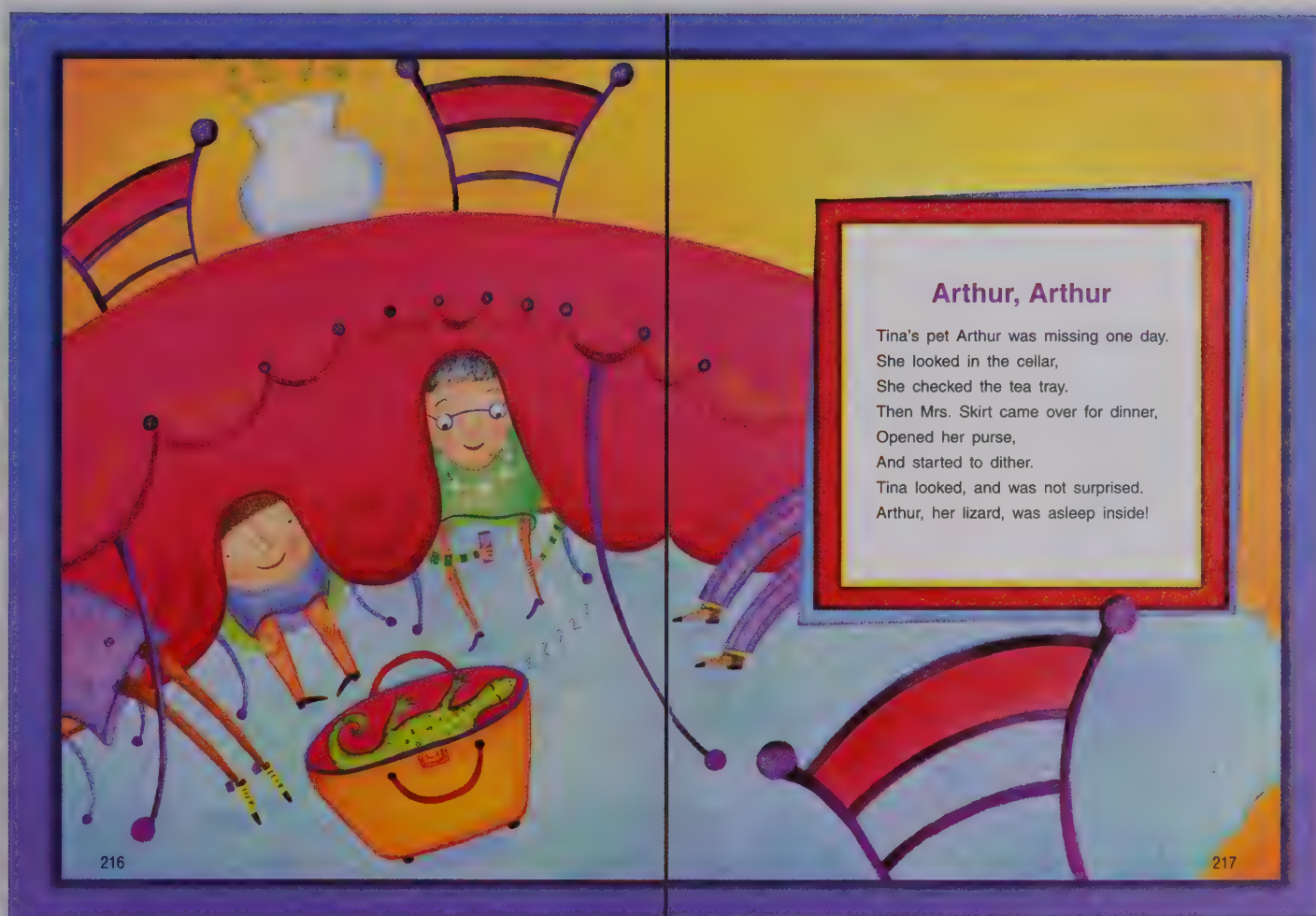
**Activity** Invite children to draw a portrait of their family. Encourage them to include all their brothers and sisters and label each member of the family.

► **Visual**



# Develop Phonological Awareness

Anthology pages 216-217



## Objective: Listen for r-Controlled Vowels /är/ and /ûr/

**DISCRIMINATING** Have children read the poem. As you reread the poem aloud, have children clap every time they hear a word that contains /är/. Have them stamp their feet every time they hear a word that contains /ûr/.

**Phonemic Awareness** **BLENDING** Using words from the poem, have children blend together sounds to identify words. For example: *Her name was Mrs. /S/ /k/ /ûr/ /t/. What is her last name?* (Skirt)

Repeat using the words **purse** and **started**.

### Phonemic Awareness

**SEGMENTING** Have children change vowel sounds. For example:

- Say pet. Change the /e/ to /är/, and say the new word. (part)
- Now change the /är/ to /ûr/, and say the new word. (pert)

Repeat, with **looked** and **tea**.



TESTED  
OBJECTIVES

Children will:

- identify /är/ ar; /ûr/ ir, ur, er.
- decode and read words with *r*-controlled variant vowels /är/ ar; /ûr/ ir, ur, er words.

## MATERIALS:

- Letter and variant vowel cards from the Word Building Manipulative Cards
- Teaching Chart 57

SPELLING/PHONICS  
CONNECTIONS

Words with *r*-controlled variant vowels /är/ar; /ûr/ ir, ur, er: See 5-Day Spelling Plan, pages 243Q–243R.

# Introduce /är/ ar; /ûr/ ir, ur, er

## TEACH

Identify *ar* as a  
Symbol for /är/  
and *ir, ur, er* as  
Symbols for /ûr/

Let children know they will learn to read words with the letters *ar*, which stand for the /är/ sound, and *ir, ur, and er*, which stand for the /ûr/ sound.

ar	er	ir	ur
part	her	bird	hurts
started	herd	girl	curb
park	nerve	shirt	turned
car	fern	first	nurse
bar	verb	whirled	hurl

Teaching Chart 57

**BLENDING**  
Model and Guide  
Practice with *ar*,  
*er, ir, and ur*  
Words

**Use the Words in  
Context**

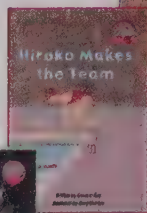
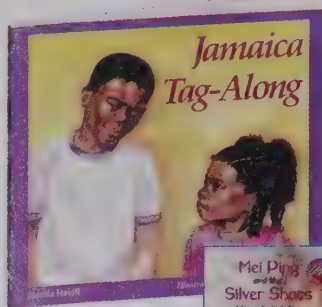
**Repeat the  
Procedure**

- Display **Teaching Chart 57**. Add *ar* to the first word and blend the sounds together. Read aloud *part*. Ask children to follow your finger to blend the sounds and to repeat the word with you.
- Add the letters *ar* to the second line in the first column and blend the sounds together. Have children repeat *started*.
- Invite children to add the letters *ar* to form *park, car*, and *bar* in the first column.
- Use the words in sentences to reinforce their meaning. Example: *We drove in the car to the park.*
- Repeat the modeling procedure, encouraging children to complete the rest of the words on the chart.







DAILY **Probes** ROUTINES

2

**Letter Substitution**

Using a CVVC flip chart and the letters *ar, ir, ur, or* as the vowels, have children change the initial or final consonant to build new /är/ and /ür/ words.

CD-ROM

## LANGUAGE SUPPORT

Use the Language Support Book, pages 73–76, for teaching suggestions for Build Background and Vocabulary.

# Build Background

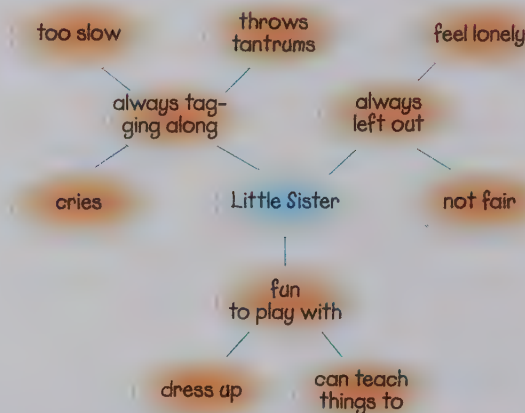
## Anthology and Leveled Books

### Evaluate Prior Knowledge

#### CONCEPT: BEING A YOUNGER CHILD

Ask children to share what they know about younger siblings being left out of games by older children. Use the following activities to help children understand these concepts.

**MAKE A WORD WEB** Work with children to create a word web. Write the words *Little Sister* on the chalkboard, and encourage children to brainstorm words they associate with the expression. ► **Linguistic/Interpersonal**



Graphic Organizer 29

**WRITING** Brainstorm with children some positive aspects of having brothers and sisters. Ask children to write sentences describing what they most like about their own siblings, or (if they are only children) what they would most enjoy doing with a brother or sister.



GROUP



WRITING

### Develop Oral Language

#### CONNECT WORDS WITH PICTURES

**ESL**

Have children draw family portraits that include their siblings.

Have them write the names of the children in their portraits. Then ask children to point to the people in their pictures as you say: *Show me your older brother. Where is your younger sister?* ► **Linguistic/Visual**





# Vocabulary

## Key Words



### Fixing the Doll House

1. Jamaica asks Ossie to help her repair the doll house that needs to be fixed. 2. There is a giant hole in the roof huge enough to put a fist through. 3. Ossie is busy but he has time to help his sister. 4. He helps Jamaica form a patch, shaping it out of clay. 5. They pat the clay from one edge of the hole to the other. The hole is covered from end to end. 6. The doll house looks like a new building.

Teaching Chart 58

## Vocabulary in Context

### IDENTIFY VOCABULARY WORDS

Display **Teaching Chart 58** and read the passage with children. Have volunteers circle each vocabulary word and underline other words that are clues to its meaning. Have children refer to the Glossary as needed.

**DISCUSS MEANINGS** Ask questions like these to help clarify word meanings:

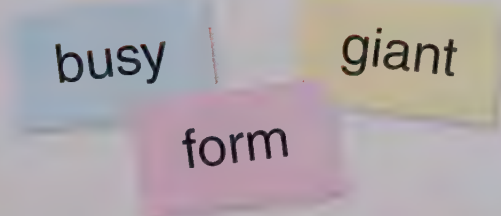
- If something is broken, would you repair it?
- On a hot day, would you want a small drink or a giant one?
- Are you too busy working to talk to me?
- Can you form a castle out of sand?
- What is the edge of a street?
- Name some buildings in our town.

## Practice

### DEMONSTRATE WORD MEANING

Invite each of six volunteers to choose a Vocabulary Card and act out the word as the rest of the class tries to guess.

#### Kinesthetic/Linguistic



Word Building Manipulative Cards

### WRITE CONTEXT SENTENCES

Write the vocabulary words on the chalkboard. Ask children to write sentences using all the words and to share them with the class. Have children refer to the Glossary as needed.

#### Linguistic/Oral

## Definitions

**repair** (p. 234) fix or mend something

**giant** (p. 235) huge

**busy** (p. 221) involved in an activity

**form** (p. 230) to shape something

**edge** (p. 224) the line or place where something ends

**building** (p. 222) a structure that people do things in, such as a house or a store

## SPELLING/VOCABULARY CONNECTIONS

See Spelling Challenge Words, pages 243Q–243R.

## ON-LEVEL

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice 68

### Vocabulary

Read the clues. Write the correct word from the box next to each clue.

edge form building busy giant repair

1. If something breaks, this is what you can do to it. **repair**
2. You might go to school in this place. **building**
3. This is something that is very, very large. **giant**
4. When you get to the end of a table, you're here. **edge**
5. You do this to shape something. **form**
6. If you haven't got to do something this. **busy**

**Take-Home Story 68a**  
**Reteach 68**  
**Practice 68 • Extend 68**



## Guided Instruction

### Preview and Predict

Take a **picture walk** through the illustrations, looking for clues about the character.

- What do the title and the pictures tell about?
- Will the story be realistic or a fantasy? How can you tell? (*The characters and setting seem real.*) *Genre*
- What do you think the story is about?

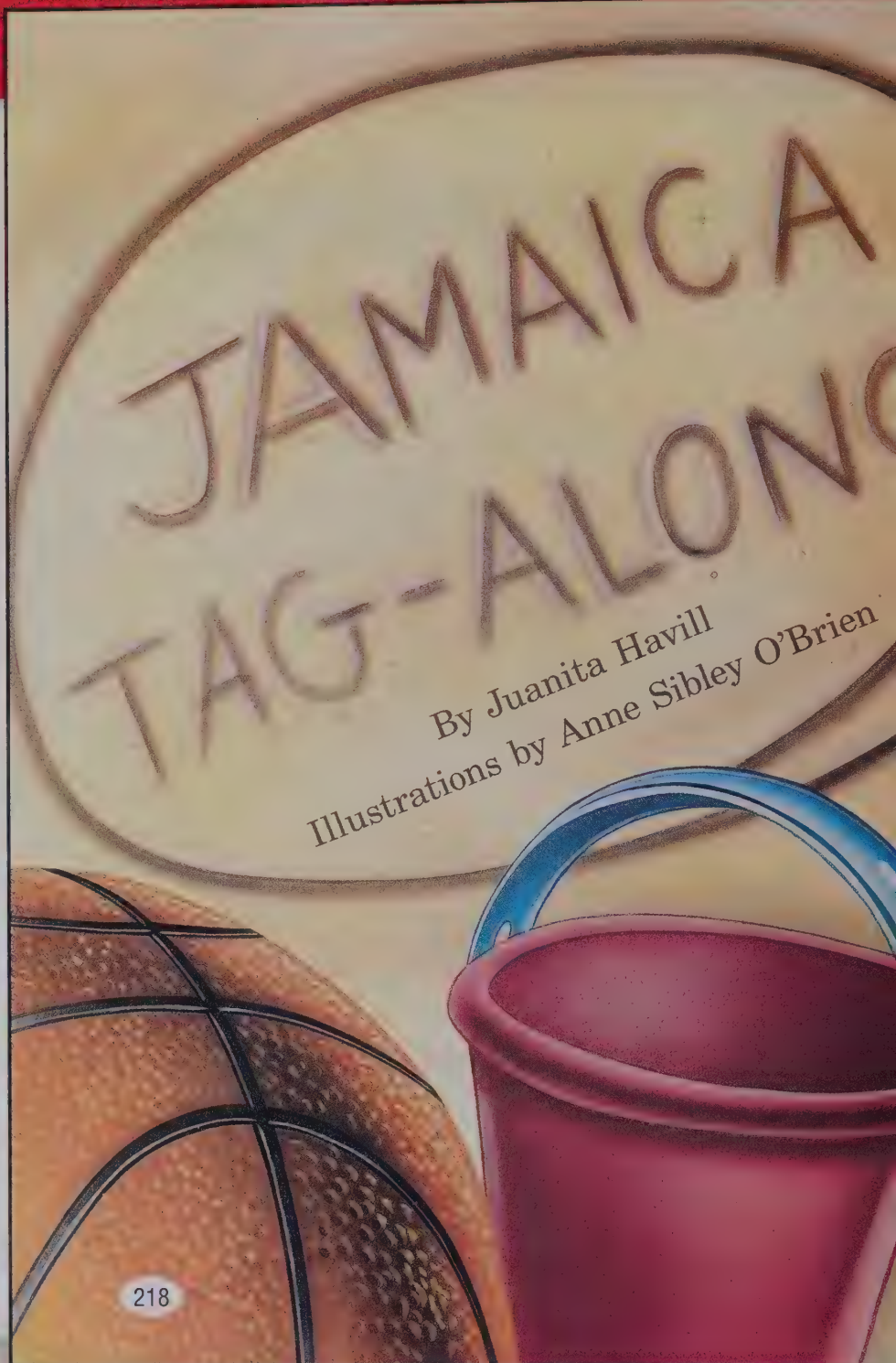
Have children record their predictions about the story and the main character.

PREDICTIONS	WHAT HAPPENED
Jamaica's brother won't let her play with him and his friends.	
Jamaica finds someone to play with.	

### Set Purposes

Ask children what they want to learn by reading the story. For example:

- What does Jamaica want to do?
- How does Jamaica solve her problems?



218

## Meeting Individual Needs • Grouping Suggestions for Strategic Reading

### EASY

**Read Together** Read the story with children or have them use the **Listening Library Audiocassette**. Invite them to use the Problem/Solution chart to record ideas about the characters' problems and how they might be solved. Guided Instruction and Intervention prompts offer additional help with comprehension.

### ON-LEVEL

**Guided Reading** Read the selection together, using the Guided Instruction questions. You may want to have the children read the story first on their own. Then have children play the **Listening Library Audiocassette**. Help them use the Problem/Solution chart to increase comprehension.

### CHALLENGE

**Read Independently** Tell children that characters in stories often face problems and work out solutions over the course of the story. After children finish reading the selection, encourage them to use their Problem/Solution charts to summarize what happened in the story.



# Guided Instruction

✓ **Phonics** /är/, /ûr/

✓ **Problem and Solution**

**Strategic Reading** Tell children that analyzing the characters' problems and solutions while reading will help them understand the story. Say: Before we begin reading, let's set up Problem and Solution charts.

PROBLEM	SOLUTION

1 **Phonics** Can you find any words with the /ûr/ sound on this page? (*her* and *first*) Let's sound them out. Can you hear that both words have the /ûr/ sound?

*Blending*

## Story Words

The words below may be unfamiliar. Have children check their meaning and pronunciation in the Glossary:

- Berto, p. 231
- Jamaica, p. 219
- Maurice, p. 222



Jamaica ran to the kitchen to answer the phone. But her brother got there first. 1

"It's for me," Ossie said.

Jamaica stayed and listened to him talk.

"Sure," Ossie said. "I'll meet you at the court."

219

## LANGUAGE SUPPORT

A blackline master of the Problem and Solution chart is available in the **Language Support Book**.

NAME \_\_\_\_\_ DATE \_\_\_\_\_

Jamaica's Day

Problem	Solution

LANGUAGE SUPPORT 77



# Guided Instruction

**2** What does Jamaica want to do? (She wants to play basketball with her brother, Ossie.) *Make Inferences*

**3** **PROBLEM AND SOLUTION** On page 220, Jamaica tells Ossie her problem and then her solution. Can you tell me what her problem is? What is her solution?

**MODEL** As I reread this page, I see that Jamaica tells Ossie that she has nothing to do. She wants to come with him to play basketball. So her problem is that she has nothing to do and her solution is that she will play basketball with Ossie.



Ossie got his basketball from the closet. "I'm going to shoot baskets with Buzz."

**2**

"Can I come, too?" Jamaica said. "I don't have anything to do."

**3**

"Ah, Jamaica, call up your own friends."

220



## CULTURAL PERSPECTIVES

**GAMES CHILDREN PLAY** Encourage children to describe games they know from other countries.

**RESEARCH AND INQUIRY** Have children use the library to research and write a brief description of games played

in other cultures. Use their findings to create a bulletin board display.

► **Visual/Linguistic**

*How to Play Bocce:*

Bocce is like a combination of bowling and horseshoes. Someone throws a little ball onto the lawn. Then everyone rolls bigger balls to try to get closest to the little ball.





"Everybody is **busy** today."

"I don't want you tagging along."

"I don't want to tag along," Jamaica said. "I just want to play basketball with you and Buzz."

"You're not old enough. We want to play serious ball."

221

## Guided Instruction

**4** **PROBLEM AND SOLUTION** What is Jamaica's problem on page 221? (Ossie won't let Jamaica play basketball with him and his friends) Let's fill in this problem on the chart.

PROBLEM	SOLUTION
Ossie won't let Jamaica play with him and his friends.	

**p/i** **WORD STRUCTURE** Look at the word don't, which appears twice on this page. From which two smaller words is this word formed? (do not)

## Minilesson

### REVIEW/MAINTAIN

### Make Inferences

Remind children they can find hints in text and illustrations about what is going to happen in a story. Have them look at page 221.

- What can they guess from the expression on Ossie's face?
- What can they guess about Jamaica's feelings when Ossie says, "We want to play serious ball"?

**Activity** Ask children to write a sentence describing Jamaica's feelings on page 221.

## **p/i** PREVENTION/INTERVENTION

**WORD STRUCTURE** Write *don't* on the chalkboard. Remind children that words with apostrophes are called *contractions*. They consist of two words. Ask children which two words are used to create the word *don't*. (do, not)

Invite children to suggest other contractions. Examples: (*can't, won't*) Write

the contractions on the chalkboard. Ask volunteers to use each word in a sentence. Repeat the sentences using the two-word phrase in place of the contraction. Ask children if they can hear the difference.



# Guided Instruction

- 5 What is Jamaica doing? (She is secretly watching Ossie play basketball with his friends.) What does this tell us about Jamaica? (She is curious, she has a mind of her own.)

Character

- 6 **Phonics** /är/ Read aloud the third paragraph on page 222. What word has the /är/ sound in it? (*parked*) Which letters in this word spell the /är/ sound? (*ar*) Can you find a word in the last sentence on page 223 that uses the letters *ar* to make the /är/ sound? (*started*)

Ossie dribbled his basketball down the sidewalk. Jamaica followed at a distance on her bike.

Buzz was already at the school court, shooting baskets with Jed and Maurice.

She parked her bike by the bushes and crept to the corner of the school building to watch.



222

## Activity

### Cross Curricular: Math

**LEARN THE SCORE** Have children play a basketball math game.

**Activity** On several paper squares write *2 points*, *3 points*, or *turnover* and put them in a bag. Divide the class into two teams. Have children take turns picking a square out of the bag. Have children

add their points to the score on the chalkboard as they pick the squares. If they draw *turnover*, their team gets no points for that round. After each child has drawn once, the team with the highest score wins.

► **Kinesthetic/Mathematical**





## Guided Instruction

- 7 What does Jamaica see that she thinks is unfair? (Maurice is shorter than she is, but he still gets to play the game.) What do you think she will do about it?

*Make Predictions*

- CONCEPTS OF PRINT** Point to the words on this page that are leaning sideways. Now read the words with me. What do they sound like? (*a ball bouncing*) Why do you think the words are printed this way? (*to show that they are sounds*)



That's not fair, Jamaica thought. Maurice is shorter than I am.

*Pom, pa-pom, pa-pom, pom, pom.*

The boys started playing, Ossie and Jed against Buzz and Maurice.

7

223



### PREVENTION/INTERVENTION

**CONCEPTS OF PRINT** Explain to children that italics are used to set the words apart from the rest of the text, and can often denote sounds. Have children read aloud *pom, pa-pom, pa-*

*pom, pom, pom.* Prompt students to state that these words are used to describe the sounds of a basketball hitting the ground.



Guided Instruction

**PHONICS AND DECODING** Read aloud the word *down* on page 225. What vowel sound do you hear? (/ou/)

**8** What did Jamaica do? (She caught the ball and tried to make a basket.) What happened to Ossie and Buzz as a result? (Ossie tripped over Buzz and they both fell.) *Cause and Effect*



Jamaica sneaked to the **edge** of the court.

**8** Maurice missed a shot and the ball came bouncing toward her. Jamaica jumped. “I’ve got the ball,” she yelled.

**PHONICS AND DECODING** PREVENTION/INTERVENTION

**PHONICS AND DECODING** Write the word *down* on the chalkboard. Cover the initial and final consonant. Remind children that the letters *ow* make the /ou/ sound.

Ask children what other letters make this sound (*ou*). Have students find a word on page 225 with the /ou/ spelled *ou*. (*around or out*)





“Jamaica!” Ossie was so surprised he tripped over Buzz. They both fell down.

Jamaica dribbled to the basket and tossed the ball. It whirled around the rim and flew out.

9

10

225

## Guided Instruction

**9** **Phonics** /ûr/ Let’s find the word in the second paragraph on page 225 that has the /ûr/ sound. (*whirled*) What letters make the /ûr/ sound? (*ir*)

**10** **PROBLEM AND SOLUTION** Let’s look at our charts. We wrote that Ossie won’t let Jamaica play basketball with him or his friends. What was Jamaica’s solution to the problem? Let’s add it to our chart.

PREDICTIONS	SOLUTION
Ossie won’t let Jamaica play with him and his friends.	She tries to play basketball anyway.

## Minilesson

### REVIEW / MAINTAIN

### Main Idea

Remind children that a main idea is what a story, a page, or a paragraph is about. Have children to look at pages 224–225. Then ask:

- What is the main idea? (*Jamaica is shooting a basket.*)
- What do the boys’ faces tell you? (*They don’t like the idea at all.*)

**Activity** Have children reread pages 220–221 and state what the main idea is.



## Guided Instruction

**11 PROBLEM AND SOLUTION** Do you think that by showing how well she can play, Jamaica will solve her problem? How can you tell? (No, because the boys stop playing and seem to be angry at her.) What else could Jamaica do to try to convince Ossie to let her play?

**MODEL** I think that Jamaica might be able to solve her problem by telling Ossie that she would like to play for a few minutes, not the whole game. Maybe she could ask Ossie to let her shoot a few baskets, and then she could watch them play.

### Fluency



PARTNERS

**READ DIALOGUE** Have students point out the punctuation marks in the dialogue on pages 226 and 227. Remind them that exclamation points indicate emphasis, and question marks indicate an interrogative rising tone. Suggest that they read aloud the dialogue. Then ask them to turn back to page 221 and read the dialogue aloud with a partner, using expression and feeling.



"I almost made it," Jamaica shouted. "Can I be on your team, Ossie?"

"No. N-O, Jamaica. I told you not to tag along."  
"It's not fair. You let Maurice play."

11



## Guided Instruction

**12** **PROBLEM AND SOLUTION** What is Ossie's reason for not letting Jamaica play basketball? (He says they need two on a team.) Is there some way that they could play with an extra person? (Yes. They could take turns sitting out so that Jamaica could play, too.)

**13** How do you think Jamaica is feeling? Why do you think the author uses the word to describe the way she is walking? Let's all pantomime how we think Jamaica is feeling when she walks to the sandlot.

*Pantomime*



"We need two on a team. Why don't you go play on the swings and stay out of the way?"

"I still think it's not fair." Jamaica walked slowly over to the sandlot.

**12**

**13**

227

### Minilesson

#### REVIEW/MAINTAIN

#### Long e

Write the word team on the chalkboard. Have a volunteer circle the vowels that make the long e sound.

- Have children brainstorm a list of words with long e and write the list on the chalkboard.
- Have volunteers circle the letters that make long e in each word.

**Activity** Have partners write a short poem using words with long e. Bind the poems into a book and display.



# Guided Instruction

**14** **PROBLEM AND SOLUTION** What is Jamaica doing now? (swinging by herself) What problem does Jamaica have now? (A little boy is in her way.)

**15** Where does most of this story take place? (on a school playground) How do you know? (On page 222 the author tells us that Jamaica is at the school building. Most of the pictures are of a playground.) **Setting**



**14**

She started to swing, but a little boy kept walking in front of her. His mom should keep him out of the way, Jamaica thought.

**15**

228

## Activity

### Cross Curricular: Art

**COMMUNITY PLANNING** Have children brainstorm ideas for playground equipment. Children can use clay to model their ideas on a cardboard surface.

**RESEARCH AND INQUIRY** Encourage children to research playgrounds with special themes, such as playground with flaming slides, swan swings, and vine-climbing ropes. Have children look for inspiration in magazines and books.





## Guided Instruction

- 16** Read the text and look at the picture on page 229. What conclusion can you draw about why the mother isn't playing with the little boy? (The woman is taking care of the baby in the stroller. She is watching the little boy, but she can't leave the baby.)

*Draw Conclusions*



She looked up and saw a woman pushing a baby back and forth in a stroller.

229

### LANGUAGE SUPPORT

**ESL** Some children might be confused by the term *back and forth*. Explain that this is an American idiom describing a backward and forward movement.

Encourage children to model the movement of back and forth. Have children suggest items that move back and forth (swings, clocks, rocking chairs, hammocks, and so on).

### Minilesson

#### REVIEW / MAINTAIN

#### Sequence of Events

Explain to children that keeping track of a story's events will help them understand the story better. Ask children to summarize the sequence of events in this story so far. Ask:

- What was the first thing that happened? (Ossie was invited to play basketball.)
- What happened next? (Jamaica wanted to play too, but Ossie said no.)

**Activity** Help children identify the story's main events so far by reviewing the selection. Invite them to write the main events on pieces of paper. Then ask children to put the pieces into a different order. Does the story still make sense?



# Guided Instruction

- 17 What is Jamaica doing with the sand?  
(making a wall) What do you think she might be building? *Make Predictions*

## SELF-MONITORING

### STRATEGY

**ASK QUESTIONS** Ask yourself questions to help you remember what has happened in the story so far. For example:

- Is Ossie older or younger than Jamaica?
- How did Jamaica feel when Ossie wouldn't let her play with him and his friends?
- What did she do at the playground?



Jamaica sat down in the sand and began to dig. She made a big pile with the wet sand from underneath. She scooped sand from the mound to form a wall.

17

230

## Activity

### Cross Curricular: Science

**WHAT IS SAND?** Brainstorm with children where they have seen sand. (beaches, fish tanks, playgrounds, and so on)

**RESEARCH AND INQUIRY** In groups, have children research where sand comes from. Create a bulletin-board display.

► **Interpersonal/Logical**





## Guided Instruction



“Berto help,” said the little boy. He sprinkled dry sand on the walls.

“Don’t,” said Jamaica. “You’ll just mess it up.” Jamaica turned her back.

18

19

20

231

- 18** Who is Berto? (the little boy) Berto doesn’t seem able to speak a complete sentence. How would you say what Berto is trying to say? (May I help you build the castle?) What does the way he speaks tell you about how old Berto is? (He’s very young.)

*Drawing Conclusions*

- 19** **Phonics** /ûr/ Point to the second word in the last sentence on this page. (turned) Read the word with me, using your finger to help you blend the sounds of the letters together. What letters make the /ûr/ sound? (ur)

- 20** **PROBLEMS AND SOLUTIONS** What new problem does Jamaica have with Berto? (He wants to help her and she doesn’t want his help.)

### LANGUAGE SUPPORT

**ESL** Some children may have difficulty understanding the words on pages 230–231. Invite children to tell which words are unfamiliar. Write the words on the chalkboard. Pantomime the characters’ actions as you read the pages aloud.

When you get to one of the words, pause, point to the word, and repeat the action while saying the word aloud. Words and phrases to watch for include *dig*, *scooped*, *form*, *sprinkled*, *mess it up*, *turned her back*.



# Guided Instruction

**21** **PROBLEM AND SOLUTION** Jamaica is trying to build her castle. Berto wants to help but Jamaica doesn't want his help. Is this problem anything like Ossie's problem with Jamaica?

**MODEL** When I think about Jamaica and Berto, I see that her problems with Berto are like Ossie's problems with Jamaica. The problem is that both older children don't want the younger children to play with them.

## TEACHING TIP

**MANAGEMENT** As students read aloud, make observations about fluency and decoding skills to determine where help may be needed. Classify problems by type, such as

- reading rate
- fluency, accuracy, and expression
- decoding, using letter-sound correspondences
- recognizing common vowel spelling patterns



She piled the wet sand high.  
She made a castle with towers.  
She dug a ditch around the wall.

Jamaica turned to see if Berto was still there. He stood watching. Then he tried to step over the ditch, and his foot smashed the wall.

"Stay away from my castle," Jamaica said.

"Berto," the woman pushing the stroller said, "leave this girl alone. Big kids don't like to be bothered by little kids."

**21**





## Guided Instruction

**22** **PROBLEM AND SOLUTION** How is Berto a problem for Jamaica? How does she try to solve the problem? Let's add this information to our charts.

PROBLEMS	SOLUTION
Ossie won't let Jamaica play with him and his friends.	She tries to play basketball anyway.
Berto keeps bothering Jamaica.	She yells at him.

**22** **CONTEXT CLUES** Look at the word *ditch* on page 232 the first time it appears. Can you figure out what this word means by reading the words around it?



233



### PREVENTION/INTERVENTION

**CONTEXT CLUES** Tell children that looking at sentences, phrases, or words that surround an unfamiliar word may help them understand the word's meaning. Explain that the words *dug* and *around the wall* in the third sentence are clues to what the word *ditch* means.

Have a volunteer tell the context clues for the word *ditch* in the second paragraph.

## Minilesson

### REVIEW/MAINTAIN

### Make Predictions

Tell children that making predictions as they read can help them focus on the story. Thinking about the character's feelings helps readers make predictions. Ask children:

- When the woman says, "Big kids don't like to be bothered by little kids," what does Jamaica remember?
- What might Jamaica do after she remembers how Ossie made her feel?

**Activity** Have children think about the story and predict what Jamaica might do next.



# Guided Instruction

- 23** How do you think Jamaica is feeling right now? (sorry that she was mean to Berto) *Make Inferences*

- 24** **Phonics** /ûr/ Read the last sentence on page 234. Which word has /ûr/ spelled ur? (hurts)

## Visual Literacy

### VIEWING AND REPRESENTING

Have children study the picture on pages 234–235. Look at Jamaica. What is she feeling? (Jamaica is smiling at Berto. She seems happy.) Look at Berto's expression and gestures. What might he be feeling? (Berto is happy. He is playing with Jamaica in the sand lot.) Compare this picture of Berto to the one on page 233. How is it different? (Berto looks sad because Jamaica told him to stay away.)



"That's what my brother always says," Jamaica said. She started to **repair** the castle. Then she thought, but I don't like my brother to say that. It hurts my feelings.

**23**

**24**



# Guided Instruction

**25** **PROBLEM AND SOLUTION** Did Jamaica solve her problem of hurting Berto's feelings? Let's add this information to our charts.

PROBLEMS	SOLUTION
Ossie won't let Jamaica play with him and his friends.	She tries to play basketball anyway.
Berto keeps bothering Jamaica.	She yells at him.
Jamaica hurts Berto's feelings.	She lets Berto play with her.



Jamaica smoothed the wall. "See, Berto, like that. You can help me make a bigger castle if you're very careful."

**25**

Jamaica and Berto made a **giant** castle. They put water from the drinking fountain in the moat.

235

## LANGUAGE SUPPORT

**ESL** Some children may need help understanding the word *smoothed*. Write the word on the chalkboard. Pantomime the hand movement for *smoothed* as you repeat the word. Explain that *smoothed*

means "to have made something even or level."

Have children pantomime *smoothing* a piece of folded paper or their hair to demonstrate the word's meaning. Then have them use the word in a sentence.



# Guided Instruction

26 What caused Jamaica to let Ossie help her build the sand castle? (She let Ossie help, because she knows it hurts to be left out.) *Cause and Effect*



“Wow,” Ossie said when the game was over and the other boys went home. “Need some help?”  
“If you want to,” Jamaica said.

26

## Activity

### Cross Curricular: Social Studies

**CASTLES** Discuss with children what they know about castles from books, films, or television programs.

**RESEARCH AND INQUIRY** Divide the class into groups and invite each group to research in what countries castles were built. Then have each group collaborate

on drawing a map of a country where castles were built. Display the maps around the classroom.

**interNET CONNECTION** Children can learn more about castles by visiting [www.mhschool.com/reading](http://www.mhschool.com/reading).





## Guided Instruction

**27** How is Jamaica's solution to her problem with Berto different from Ossie's solution to his problem of Jamaica tagging along? (Jamaica started by treating Berto the same way Ossie treated her. When she realized that she was hurting Berto's feelings, she let him play with her. Ossie made Jamaica leave.) *Compare and Contrast*

**28** What can you tell about Jamaica? Is she a nice person? Explain your answer. (Jamaica seems to be a nice person. She doesn't like to hurt other people's feelings.) *Character*

### TEACHING TIP

**INSTRUCTIONAL** Children can put pictures of the main events of a story on a story line. They can take turns putting the pictures in the correct order or put them into a class book for the book corner.



Jamaica, Berto, and Ossie worked together on the castle.

**27**

**28**



# Guided Instruction

**29** **PROBLEMS AND SOLUTIONS** Use the Problem and Solution chart. What problems did Jamaica face in the story, and how did she solve them?

PROBLEM	SOLUTION
Ossie doesn't want Jamaica to play with him and his friends.	She tries to play basketball anyway.
Berto keeps bothering Jamaica.	She yells at him.
Jamaica hurts Berto's feelings.	She lets Berto and Ossie play with her.

**RETELL THE STORY** Have volunteers tell the major events of the story. Have partners write one or two sentences summarizing the story.  
*Summarize*

## STUDENT SELF-ASSESSMENT

- How did the chart help me understand the story?


### TRANSFERRING THE STRATEGIES

- When can I use these strategies again?
- In what other reading could this chart help me?



**29** Jamaica didn't even mind if Ossie tagged along.

## REREADING FOR Fluency

 Children who need practice with fluency can read along quietly as they listen to the **Listening Library Audiocassette**.

**READING RATE** You may want to evaluate individual children's reading rates. Have the child read aloud from *Jamaica Tag-Along* for one minute. Ask the child to place a stick-on note after

the last word read. Then count the number of words the child has read. Alternatively, you could assess small groups or the whole class together by having children count words and record their own scores.

A Running Record form provided in **Diagnostic/Placement Evaluation** will help you evaluate reading rate(s).



## READ TOGETHER

MEET  
JUANITA  
HAVILL

Juanita Havill has been telling stories for a long time. As a young child, Ms. Havill made up stories. Her stories were important to her. They let her make believe she could do all kinds of fun things. When she grew up, she became a teacher and visited many places. But she kept on writing. She took a writing class. She found that she liked to write for children. By now, she has written many children's books. Ms. Havill says, "I write to find out what I think, to give form to thought."

MEET  
ANNE SIBLEY  
O'BRIEN

Anne Sibley O'Brien was born in Chicago, Illinois. Most of her childhood was spent in Korea. She never forgot what it was like to live in another country. She learned about many other ways of life. Today Ms. O'Brien's art shows peoples of all colors. She has also drawn pictures for another book about Jamaica. In both books she worked hard to make the people seem real. She hoped to show how the members of Jamaica's family love each other.

239

Guided  
InstructionReturn to Predictions  
and Purposes

Reread with children the predictions they made. Were their predictions correct? Was the ending a surprise?

PREDICTIONS	WHAT HAPPENED
Jamaica's brother won't let her play with him and his friends.	Ossie wouldn't let her play.
Jamaica finds someone to play with.	She decided to let Berto and Ossie help her build the castle.

INFORMAL  
ASSESSMENT

## HOW TO ASSESS

**/är/, /ür/** Challenge children to look through the story and find and read aloud four words with /är/ or /ür/. (*parked*, p. 222; *started*, p. 223; *turned*, p. 231; *turned*, p. 232; *hurts*, p. 234)

**PROBLEM AND SOLUTION** Was Jamaica the only character who had to solve problems? What problem did Ossie have? How did he solve it?

## FOLLOW UP

**/är/, /ür/** Continue to model blending words with /är/ and /ür/ for children who are having difficulty with pronunciation.

**PROBLEM AND SOLUTION** Encourage children who are having difficulty with problems and solutions to discuss with a partner other problems and solution they find in the story.

## LITERARY RESPONSE

**QUICK-WRITE** Have children put themselves in Jamaica's place. Would they have acted as she did in the story? How would they have acted differently? Do they think the story will change the way they treat younger or older children?

**ORAL RESPONSE** Have children discuss these questions:

- Was it fair that Jamaica couldn't play basketball with the boys?
- If you were Ossie, would you have acted the same, or differently?
- What do you think happened the next day at the park?
- What other stories have you read about brothers and sisters?



# Story Questions

## Jamaica Tag-Along

Have children discuss or write answers to the questions on page 240.

### Answers:

1. to the basketball court *Literal/Setting*
2. She realizes she's treating Berto the same way she's been treated by Ossie.  
*Inferential/Character*
3. Possible answer: Ossie feels sorry that he treated Jamaica badly. *Inferential/Make Inferences*
4. This story is about a girl whose older brother won't play with her.  
*Critical/Summarize*
5. Possible answer: They both found it more fun to play with others. *Critical/Reading Across Texts*

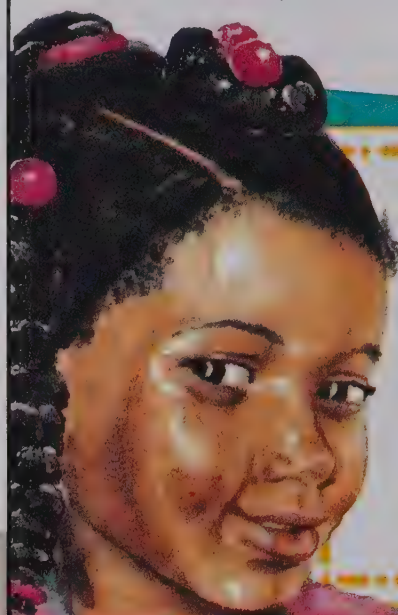
**Write a Play** For a full lesson on persuasive writing see pages 243M–243N.

## Meeting Individual Needs

# Story Questions & Activities

READ TOGETHER

- 1 Where does Jamaica follow her brother?
- 2 Why does Jamaica decide to let Berto help her with the castle?
- 3 How do you think Jamaica's brother feels when Jamaica invites him to help build the sand castle?
- 4 What is this story about?
- 5 Jamaica and Lizzie from "The Best Friends Club" have both felt left out. What is the same about their experiences? What is different?



## Write a Play

Imagine that you are Jamaica speaking to her brother, Ossie. Write a dialogue between Jamaica and Ossie. Explain why you think you should be able to play with him. Give reasons why he should change his mind.

### EASY

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach 69

#### Story Comprehension

Think about the story "Jamaica Tag-Along." Then fill in the chart below. Answers may vary.

1. Main characters: Jamaica, Ossie, Berto
2. Problem: Ossie doesn't want Jamaica to tag along.  
He will not let her play
3. What happens: Jamaica builds a wall in the sand. Berto wants to play with Jamaica. Jamaica says, "No." Jamaica asks Berto to play with her.
4. Outcome: Ossie likes the castle. Jamaica lets Ossie tag along

4 Jamaica Tag-Along 69

### ON-LEVEL

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice 69

#### Story Comprehension

Think about the story "Jamaica Tag-Along." Number the pictures to show the order in which things happened in the story.

- 
- 3 Jamaica builds a sand castle
  - 4 Berto wants to play, too.
  - 2 Ossie says, "No."
  - 1 Jamaica wants to play
  - 5 Jamaica says, "No."
  - 6 Jamaica says, "Yes."

5 Jamaica Tag-Along 69

### CHALLENGE

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend 69

#### Story Comprehension

Pick a character from "Jamaica Tag-Along." Draw a picture of him or her. Then write about the character. Tell the character's name. Describe the way the character talks and acts.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

69



## Counting Favorites

Maybe Jamaica wouldn't have followed Ossie if she had something she liked to do by herself. Make a list of things people like to do by themselves. Ask your classmates to choose their favorites. Keep track of their answers.

## Act It Out

With a partner, write a short scene in which an older child does not want a younger child to tag along. Act it out.

## Find Out More

Jamaica builds a sand castle. Find out more about castles. What were they built out of? What are different parts of castles? Find a picture of a famous castle.

241

**DAY**  
**3**

### Words in Context

Choose an initial consonant or blend and write it on the chalkboard. Ask children to think of an /är/ or /ür/ word that starts with that sound and use it in a sentence.

# Story Activities

## Counting Favorites

**Materials:** paper, pencils



Encourage children to share lists with classmates and track the most popular activities. Have children rewrite their lists in order of which activities are their favorites.

## Act it Out

**Materials:** paper, pencils



Have partners write their skits. Then have children choose parts for their skit. Be sure to encourage children to express emotion as they perform.

## Find Out More

**RESEARCH AND INQUIRY** Have children



work in groups to learn about famous castles, such as Windsor Castle and Stirling Castle. If possible, have each group display a picture and label the different parts of their castle, such as the towers, the courtyard, and the moat.

**interNET CONNECTION** For more information on castles, have children go to [www.mhschool.com/reading](http://www.mhschool.com/reading).

## FORMAL ASSESSMENT

After page 241, see Selection Assessment.



# Study Skills

## GRAPHIC AIDS

**TESTED OBJECTIVES** Children will:

- identify parts of a diagram.
- coordinate diagrams showing different aspects of the same object.

**PREPARE** Examine the diagrams with children. Display **Teaching Chart 59**.

**TEACH** Review with children how to read a diagram. Explain how the smaller diagram shows the height of a basket in the larger diagram.

**PRACTICE** Have children answer questions 1–4. Review the answers with them.  
1. 10 feet 2. 50 feet 3. 23 feet 4. about 94 feet

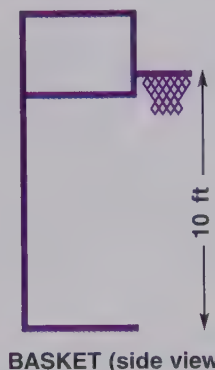
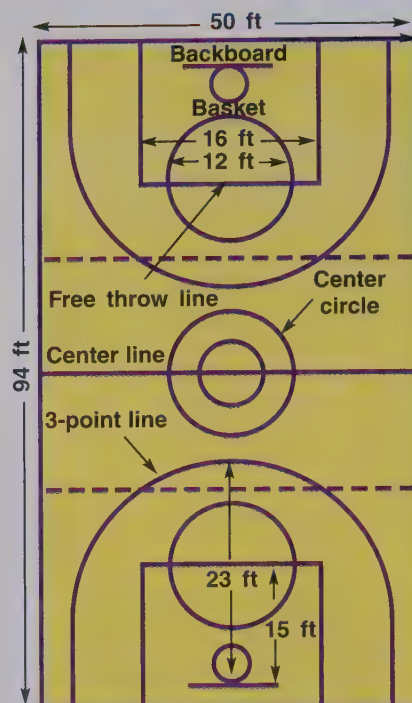
**ASSESS/CLOSE** Have children draw a diagram of their school playground. Have them label all of the equipment on their diagrams.

# STUDY SKILLS

READ TOGETHER

## Read a Diagram

This diagram shows how a basketball court is set up. It also shows the side view of the basket.



BASKET (side view)

Use the diagram to answer the questions.

- 1 How high is the basket from the floor?
- 2 How wide is the court?
- 3 How far is the backboard from the 3-point line?
- 4 If a player ran from one backboard to the other, about how far would the player run?

## Meeting Individual Needs

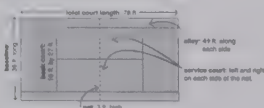
### EASY

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach 70

#### Read a Diagram

A diagram can show you at a glance how something works.

Study the diagram of a tennis court shown below.



Use the diagram above to answer these questions. Write your answer on the line to the right.

1. How long is a tennis court? 78 feet
2. How many sections are there in the service court? two
3. What is the thin strip along each side of the court called? alley
4. How tall is the net? three feet
5. What is the name of the section of the tennis court that measures 18 ft by 27 ft? back court

At Home: Ask children to show you on the diagram where they would stand to serve in a tennis game. Reteach 70 Jamaica Tag-Along

### ON-LEVEL

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice 70

#### Read a Diagram

A diagram is often used to show how something works. Study the diagram below. It shows a system that heats water with the sun.



Use the diagram above to answer the questions that follow.

1. What heats the water up on the roof? sunlight
2. What is the name of the device on the roof that is heated by sunlight? flat-plate collector
3. Where is the water stored after it moves from the roof? storage tanks
4. Where is the water used in the house? kitchen

At Home: Ask children to show you on the diagram where they would stand to serve in a tennis game. Practice 70 Jamaica Tag-Along

### CHALLENGE

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend 70

#### Read a Diagram



Find a diagram in a textbook. Write the name of the book and the page the diagram is on. Then write 3 questions about the diagram. Have a friend use the diagram to answer the questions.

- Name of book \_\_\_\_\_ Page \_\_\_\_\_
1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_

At Home: Have children locate the confusion of diagrams. You might show diagrams to illustrate 'social' or 'science'. Extend 70 Jamaica Tag-Along



# TEST POWER

How does the character solve the problem?



## DIRECTIONS:

Read the story. Then read each question about the story.

## SAMPLE

### At the Zoo

Juanita was very happy. Today she was going to the zoo. Juanita had been there before. She remembered how funny the monkeys were.

Juanita wanted to see the birds. She also wanted to see the monkeys again. After she saw the birds, she looked for the monkeys. Juanita looked up one path and down another. She still could not find the monkeys. Then, Juanita remembered that she had a map for the zoo. She looked at her map and found her way to the monkeys.

When she walked up close to the cage, a monkey came closer. He made funny faces at her. Juanita made a face back. The monkey laughed, and so did Juanita. Juanita liked the monkeys most of all.

- 1 How does Juanita finally find the monkeys?
  - ☐ She asks for some help.
  - ☒ She looks at her map.
  - ☐ She hears them howling.
- 2 Why does Juanita like the monkeys best?
  - ☐ They are small.
  - ☐ They sit quietly.
  - ☒ They make her laugh.

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## Test Power

THE PRINCETON REVIEW

### Read the Page

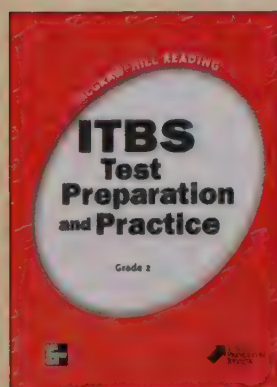
Explain to children that you will be reading this story as a group. You will read the story, and they will follow along in their books.

Request that children put pens, pencils, and markers away, since they will not be writing in their books.

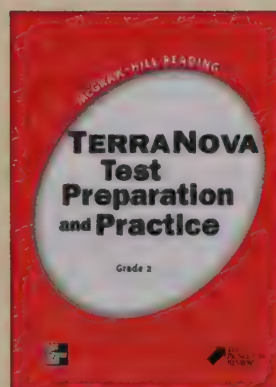
### Discuss the Questions

**QUESTION 1:** Children should look back to the part of the passage where Juanita cannot find the monkeys. The answer can be found in sentences ten and eleven, which state that Juanita had a map.

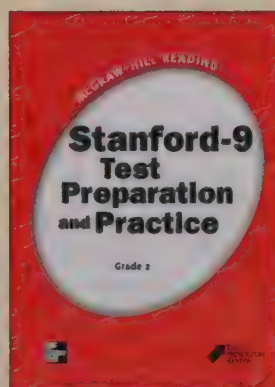
**QUESTION 2:** Children should reread the end of the story where it says she liked the monkeys. What else does the story say? In the next-to-last sentence, it states that the monkeys make her laugh.



ITBS/TEST PREPARATION



TERRANOVA/TEST PREPARATION



SAT 9/TEST PREPARATION



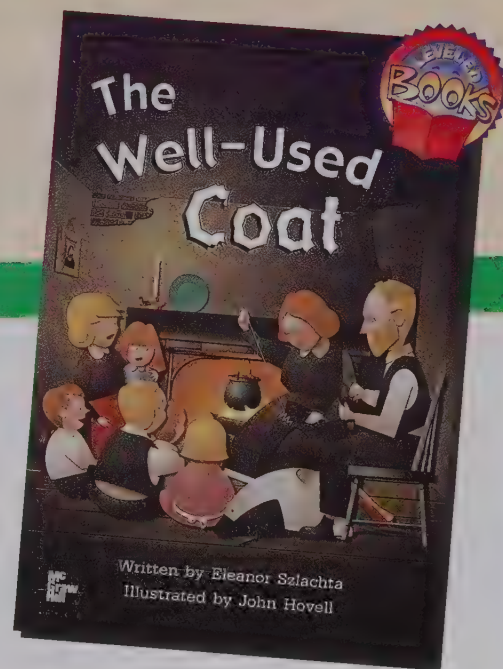


# Leveled Books

EASY

## The Well-Used Coat

- ☒ **Phonics** /är/, /ûr/
- ☒ **Problem and Solution**
- ☒ **Instructional Vocabulary:**  
*building, busy, edge, form, giant, repair*



## Guided Reading

### Answers to Story Questions

1. Anna
2. They are poor.
3. Answers will vary. Possible answers: The hat has a giant hole. Anna makes mittens out of the hat.
4. One girl is able to make a lot out of a little.
5. Anna. She is better at making do with what she has.

### Story Questions and Writing Activity

1. Who in the family sews the best?
2. Why does the family only have one coat?
3. Name one of the things that happens to something Anna made.
4. What is the main idea of this story?
5. Who would be better at thinking of things to do on a rainy day, Anna or Jamaica in *Jamaica Tag-Along*?

### Sew a ...

What if you had a piece of material and wanted to make something out of it? What would you make? Draw a picture and write a sentence explaining why you decided to make what you did.

from *The Well-Used Coat*

**PREVIEW AND PREDICT** Discuss each illustration up to page 6. As you take the **picture walk**, have children predict what the story will be about.

**SET PURPOSES** Have children write a few sentences describing why they want to read *The Well-Used Coat*.

**READ THE BOOK** Use the following questions to guide children's reading or to ask after they have read the story independently:

**Page 2:** Read the second sentence. What word has the /är/ sound? (*hard*) Which letters make the /är/ sound? (*ar*)  
*Phonics and Decoding*

**Pages 3–4:** What was the boy's problem? (*The coat ripped.*) How did he solve it? (*He gave it to Anna to repair.*) *Problem and Solution*

**Page 7:** What is the problem on this page? (*The goat ate the coat sleeves.*) How does Anna find a solution? (*She turns the coat into a vest.*) What kind of person do you think Anna is? Why? *Problem and Solution/Character*

**Page 10:** Find the word *giant*. What kind of hole do you think a *giant* hole is—very big or very small? *Instructional Vocabulary*

**Page 16:** What was the most important problem the family had in the beginning of the story? (*They had little money.*) How did Anna solve the problem at the end of the story? (*She became rich making things for the princess.*) *Problem and Solution*

**RETURN TO PREDICTIONS AND PURPOSES** Discuss with children their predictions and purposes for reading.

**LITERARY RESPONSE** Discuss these questions with children:

- Would you like to have an older sister like Anna? Why or why not?
- Why do you think Anna kept the mittens made from the well-used coat?

Also see the story questions and activity from *The Well-Used Coat*.

See the **Phonics** CD-ROM for practice using variant vowels /är/ and /ûr/.

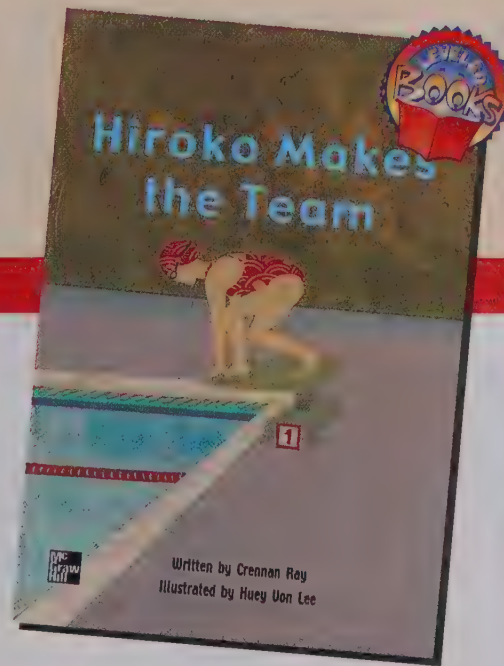


# Leveled Books

## INDEPENDENT

### Hiroko Makes the Team

- ✓ **Phonics** /är/, /ûr/
- ✓ **Problem and Solution**
- ✓ **Instructional Vocabulary:**  
*building, busy, edge, form, giant, repair*



## Guided Reading

**PREVIEW AND PREDICT** Take a **picture walk** with children through page 11 of the story. See if children can tell what the story will be about by studying the cover and the illustrations. Chart children's ideas.

**SET PURPOSES** Have children decide what they want to find out as they read the story. For example, they may want to know why Hiroko joins the kind of team she does.

**READ THE BOOK** Use questions like the following to guide children's reading or after they have read the story independently:

**Page 2:** Find the word *turtle*. What sound do the letters *ur* make in the word *turtle*? (/ûr/) **Phonics and Decoding**

**Pages 4–5:** What is Hiroko's problem? (She is too little to play with her brother.) How does she solve the problem? (She calls up her friend Josie to go bike-riding.) **Problem and Solution**

**Page 8:** Read the third sentence and find the word *giant*. Now look at the picture. Is the ball of snow they're forming big or small? What do you think *giant* means? **Instructional Vocabulary**

**Page 16:** What was Hiroko's problem in the story? (Her brother didn't invite her to play with him.) How did Hiroko solve her problem at the end of the story? (She found something she was good at—swimming—and joined the team.)

**Problem and Solution**

**RETURN TO PREDICTIONS AND PURPOSES** Discuss children's predictions. Have children review their purposes for reading. Did they find out what they wanted to know?

**LITERARY RESPONSE** Discuss questions like the following:

- Do you think Hiroko's solution to her problem was a good one? Explain.
- How do you think Hiroko feels about her brother taking up swimming? Why?

Also see the story questions and activity in *Hiroko Makes the Team*.

See the **Phonics CD-ROM** for practice using variant vowels /är/ and /ûr/.



INDEPENDENT

### Answers to Story Questions

1. They are building a snowman and having a snowball fight.
2. "Hiroko's face fell" means that she was sad or unhappy. Other words that might help are "Don't hurt your sister's feelings."
3. She worked hard on her swimming; she won the race.
4. A girl who works hard to make her big brother see that she can do something well.
5. Answers will vary.

### Story Questions and Writing Activity

1. What are Toshi and his friends doing in the snow?
2. Reread page 13 of the story. What do you think "Hiroko's face fell" means? What other words on the page might help you to figure it out?
3. How did Hiroko show Toshi that she could do something well?
4. What is this story mostly about?
5. If Jamaica and Hiroko met, do you think they would be friends? Why or why not?

### A Good Sport!

What kind of sport do you like to play? Draw a picture that shows you playing the sport you choose. Write a sentence that tells what you are doing.

from *Hiroko Makes the Team*





PUPIL SELECTION

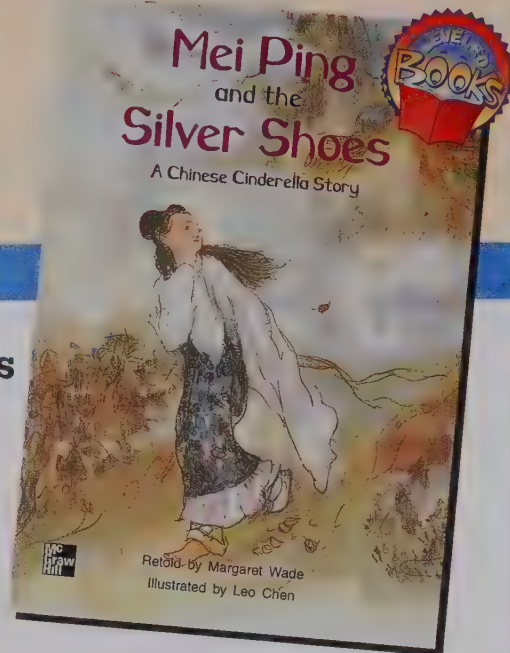
CHALLENGE

# Leveled Books

## CHALLENGE

### Mei Ping and the Silver Shoes

- ☒ **Phonics** /är/, /ûr/
- ☒ **Problem and Solution**
- ☒ **Instructional Vocabulary:**  
*building, busy, edge, form, giant, repair*



## Guided Reading

### Answers to Story Questions

1. The stepmother killed it and ate it for dinner.
2. She is afraid the prince will think she is more beautiful than the stepsister.
3. He searched the kingdom; he left the shoe in a hut, and had all the women try on the shoe.
4. How a girl finds someone to love her.
5. Answers will vary.

### Story Questions and Writing Activity

1. What happened to Mei Ping's friend the white goose?
2. Why doesn't the stepmother want the prince to see Mei Ping?
3. How did the Emperor's son find the beautiful girl who could wear the silver shoe?
4. What is this story mostly about?
5. If Jamaica could have talked to the goose feathers in this story, what do you think she would have wished for?

### Dear Feathers

Write a letter from Mei Ping to the feathers, telling what her new life in the Emperor's palace is like. Draw a picture of the feathers, or of the palace.

from *Mei Ping and the Silver Shoes*

**PREVIEW AND PREDICT** Discuss each illustration up to page 7 of the story. As you take the **picture walk**, have children predict what the story will be about.

**SET PURPOSES** Have children discuss what they want to find out by reading the story.

**READ THE BOOK** Use questions like the following to guide children's reading or after they have read the story independently.

**Pages 2–3:** Read the last sentence on page 2. What word has the /ûr/ sound spelled *ir*? (*first*) Now find the word *hardest* on page 3. What sound do the letters *ar* make? (/är/) **Phonics and Decoding**

**Page 8:** Find the word *repair*. What does Mei Ping's stepmother want her to repair? What other things can be repaired? **Instructional Vocabulary**

**Pages 8–9:** What problem does Mei Ping have? (*She wants to go to the party.*) How does she try to find a solution? (*She tells the magic feathers.*) Do you think Mei Ping will go to the party? If so, how? **Problem and Solution/Make Inferences**

**Pages 12–15:** What happens when Mei Ping tries to talk to the feathers? (*They do not answer.*) How does she try to solve the problem? (*She tries to return the other silver shoe to them.*) What happens instead? **Problem and Solution/Make Inferences**

**Pages 16:** How was Mei Ping's problem resolved at the end of the story? **Problem and Solution**

**RETURN TO PREDICTIONS AND PURPOSES** Discuss children's predictions. Then have children talk about whether their purposes were met.

**LITERARY RESPONSE** Discuss these questions with children:

- Were there other story characters that you recognized from other Cinderella stories? How were they similar?
- Did you enjoy reading this version of Cinderella? Why or why not?

Also see the story questions and activity in *Mei Ping and the Silver Shoes*.

See the **Phonics CD-ROM** for practice using variant vowels /är/ and /ûr/.



# Activities

## Anthology and Leveled Books

### Connecting Texts

#### CHARACTER CHARTS

Write the story titles on a chart. Discuss the relationships the children in the stories had with their siblings. Call on volunteers from each reading level and write their contributions on the chart.

Use the chart to talk about sibling relationships.

Jamaica Tag-Along	The Well-Used Coat	Hiroko Makes the Team	Mei Ping and the Silver Shoes
<ul style="list-style-type: none"> <li>Jamaica is hurt when her brother excludes her.</li> <li>Jamaica learns to include others.</li> </ul>	<ul style="list-style-type: none"> <li>Anna helps her siblings each time they need help.</li> <li>Anna is rewarded for her efforts.</li> </ul>	<ul style="list-style-type: none"> <li>Hiroko is hurt when her brother excludes her.</li> <li>Hiroko learns to find her own strength.</li> </ul>	<ul style="list-style-type: none"> <li>Mei Ping is treated unkindly by both her stepmother and stepsister.</li> <li>Mei Ping finds happiness on her own.</li> </ul>

### Viewing/Representing

**GROUP PRESENTATIONS** Divide the class into four groups. Have each group work together to dramatize situations that involve younger siblings wanting to be included in the activities of older siblings. Encourage children to include in their dramatizations the ways their problems are resolved. Have each group present its dramatization to the class.

**AUDIENCE RESPONSE** Have the audience tell what they found interesting about each performance. Suggest that audience members discuss how the problems presented were solved.

### Research and Inquiry

#### MORE ABOUT FAIRY TALES AND FOLK TALES

Have children investigate fairy tales and folk tales they may not be familiar with by:

- reading classroom and library books of fairy tales and folk tales.
- inviting a storyteller to the classroom to tell a fairy tale or folk tale.
- listening to fairy tales and folk tales on audiotapes.



Have children go to [www.mhschool.com/reading](http://www.mhschool.com/reading) for more information about activities focusing on fairy tales and folk tales.



TESTED  
OBJECTIVES

Children will:

- identify /är/ar; /ür/ir, ur, er.
- blend and read r-controlled words.

## MATERIALS:

- Teaching Chart 60

# Review /är/ar; /ür/ir, ur, er

## PREPARE

Listen for the  
Sounds /är/  
and /ür/

Read the following sentences aloud. Have children raise a hand when they hear /är/ words and clap when they hear /ür/ words.

- I started the car and drove to the farm. The birds were singing, but nothing else was stirring. I turned down the road and parked the car.

## TEACH

BLENDING  
Model and Guide  
Practice with /är/  
and /ür/ Words

- Remind children that the letters *ar* stand for /är/ and the letters *ir, ur*, and *er*, stand for /ür/.

SPELLING/PHONICS  
CONNECTIONSWords with /är/ar; /ür/ir, ur, er  
See 5-Day Spelling Plan, pages  
243Q–243R.ALTERNATE TEACHING  
STRATEGY

## REVIEW /är/, /ür/

For a different approach to  
teaching this skill, see page T70.

## TEACHING TIP

**INSTRUCTIONAL** Before beginning the Teaching Chart activity, have children refresh their memories about words with /är/ and /ür/ by brainstorming a list of words they know with these sounds.

Use the Word in  
ContextRepeat the  
Procedure

- Display **Teaching Chart 60**. Point to the first example in column 1. Write the letters *ar* in the blank spaces. Then run your hand under the letters, blending the sounds. h ar d hard
- Ask volunteers to use the word in a sentence to reinforce its meaning. Example: *It's hard to walk on stilts.*
- Repeat with the remaining words in column 1 on the chart.
- Continue the activity, using /ür/ *ir, ur*, and *er* words. Have children fill in the missing letters, then blend the sounds, and read the word.



ar

hardbarscartalarm

ir, ur, er

fur\*stirpurrperfect

\*another possible answer: fir

Teaching Chart 60



# PRACTICE

## IDENTIFYING Identify and Use Words with /är/ and /ür/ in a Game



Write ten words with /är/ and /ür/ sounds on pieces of paper. Give paper bags with sets of these words to groups of children. Ask each child in turn to draw a word from the bag and act it out for his or her group. Have the others in the group guess the word. Then have children pronounce the word together. ► **Kinesthetic/Linguistic**

# ASSESS/CLOSE

## Read Words with /är/ ar; /ür/ ir, ur, er

To assess children's ability to blend and read words with /är/ar; /ür/ir, ur, er, observe them as they perform the Practice activity. Ask individual children to read words from their set.

## ADDITIONAL PHONICS RESOURCES

McGraw-Hill School

**TECHNOLOGY**

**Phonics/Phonemic Awareness  
Practice Book**  
pages 55–62

**Phonics CD-ROM**  
activities for practice with  
Blending and Segmenting



## DAILY **Phonics** ROUTINES



**Writing** Have children use /är/ and /ür/ words to create sentences that rhyme. Encourage children to read their sentences aloud to the class.

## SELF-SELECTED Reading

Children may choose from the following titles:

### ANTHOLOGY

- *Jamaica Tag-Along*

### LEVELED BOOKS

- *The Well-Used Coat*
- *Hiroko Makes the Team*
- *Mei Ping and the Silver Shoes*

Bibliography, pages T82–T83

## Meeting Individual Needs for Phonics and Decoding

EASY	ON-LEVEL	CHALLENGE	LANGUAGE SUPPORT									
<p>Name _____ Date _____ Reteach <b>71</b></p> <p><b>/är/ ar; /ür/ ir, ur, er</b></p> <div style="border: 1px solid black; padding: 5px;"> <p>Read the sentence. My car is far away. The words car and far rhyme.</p> </div> <p>Circle the rhyming words in each sentence. Then write the words.</p> <p>1. The park closes at <u>dark</u>. <u>park</u> <u>dark</u></p> <p>2. Each girl began to <u>whirl</u>. <u>girl</u> <u>whirl</u></p> <p>3. Turn the log so it will <u>burn</u>. <u>turn</u> <u>burn</u></p> <p>4. We show <u>concern</u> for the <u>farm</u>. <u>concern</u> <u>farm</u></p> <p>5. It was hard to find a <u>card</u>. <u>hard</u> <u>card</u></p>	<p>Name _____ Date _____ Practice <b>71</b></p> <p><b>/är/ ar; /ür/ ir, ur, er</b></p> <p>Circle the word that names the picture. Then write the word.</p> <p>1.  <u>burn</u> <u>turn</u></p> <p>2.  <u>fern</u> <u>stern</u></p> <p>3.  <u>dirt</u> <u>shirt</u></p> <p>4.  <u>oar</u> <u>jar</u></p> <p>5.  <u>turn</u> <u>churn</u></p>	<p>Name _____ Date _____ Extend <b>71</b></p> <p><b>/är/ ar; /ür/ ir, ur, er</b></p> <p>Choose a box and read what it says. Your partner answers. Take turns until you have read all boxes.</p> <table border="1"> <tr> <td>Spell the word <b>park</b>.</td> <td>Name a word that rhymes with <b>hurt</b>. <u>shirt</u></td> <td>Spell each of your names. Whose name has more letters?</td> </tr> <tr> <td>What do you push at the food store? It rhymes with <b>part</b>. <u>cart</u></td> <td>Turn your head to the right. Name two things you see.</td> <td>What is the opposite of finish? <u>start</u></td> </tr> <tr> <td>What animal barks? <u>dog</u></td> <td>What is the opposite of the word <b>clean</b>? <u>dirty</u></td> <td>Spell the hardest word you know how to.</td> </tr> </table> <p style="text-align: center;">Some answers will vary.</p>	Spell the word <b>park</b> .	Name a word that rhymes with <b>hurt</b> . <u>shirt</u>	Spell each of your names. Whose name has more letters?	What do you push at the food store? It rhymes with <b>part</b> . <u>cart</u>	Turn your head to the right. Name two things you see.	What is the opposite of finish? <u>start</u>	What animal barks? <u>dog</u>	What is the opposite of the word <b>clean</b> ? <u>dirty</u>	Spell the hardest word you know how to.	<p>Name _____ Date _____</p> <p><b>Rhyming Word Cards</b></p> <div style="border: 1px solid black; padding: 10px;"> <p>c f</p> <p>p s</p> <p>ch st</p> <p> <u>art</u></p> <p> <u>ir</u></p> </div>
Spell the word <b>park</b> .	Name a word that rhymes with <b>hurt</b> . <u>shirt</u>	Spell each of your names. Whose name has more letters?										
What do you push at the food store? It rhymes with <b>part</b> . <u>cart</u>	Turn your head to the right. Name two things you see.	What is the opposite of finish? <u>start</u>										
What animal barks? <u>dog</u>	What is the opposite of the word <b>clean</b> ? <u>dirty</u>	Spell the hardest word you know how to.										

Reteach, 71

Practice, 71

Extend, 71

Language Support, 78



TESTED  
OBJECTIVES

Children will:

- review /är/ar; and /ûr/ir, ur, er.
- review /âr/are; /ôr/or, ore.
- review /ü/oo, ew.

### MATERIALS:

- **Teaching Chart 61**

## LANGUAGE SUPPORT

Have native English speakers pair up with non-native English speakers to reinforce word meaning for the words on the Teaching Chart. Have students play a game of charades, taking turns pantomiming words on the chart.

## Review

Review /är/; /ûr/;  
/âr/; /ôr/; /ü/

## PREPARE

## Identify r-Controlled Vowels

Remind children of the /är/ar ; /âr/are; /ûr/ir, ur, er; and /ôr/or, ore sounds. Say one of the sounds and then ask a volunteer to suggest a word with that sound. Repeat for all of the sounds.

# TEACH

## BLENDING

Model and Guide  
Practice with /är/,  
/âr/, /ûr/, /ôr/ and  
/ü/ Words

- Display **Teaching Chart 61**. Tell children they will make words by adding the missing letters.

- Run your hand under the first words in each column, blending the sounds as you say the words. s t ar t ed started

### Use the Word in Context

- Have a volunteer use the word in a sentence to reinforce its meaning. Example: *I started a new project today.*

### Repeat the Procedure

- Have volunteers fill in the rest of the chart, blending and reading the words.



ar	are	er,ir,ur	oo,ew
st <u>ar</u> ted	ca <u>re</u> ful	f <u>ir</u> st	sc <u>oo</u> p
pa <u>rk</u> ed	fl <u>are</u>	tu <u>rn</u> ed	fl <u>ew</u>
ga <u>rd</u> en	sta <u>re</u>	he <u>r</u>	shoo <u>t</u>
ar <u>ch</u>	spa <u>re</u>	whi <u>rl</u> ed	ho <u>op</u> s

### Teaching Chart 61



## PRACTICE

### WORD BUILDING Build and Sort Words with r- Controlled Vowels



Divide the class into groups. Assign each group one of the sounds: /är/, /är/, /ür/, /ör/. Then have each group brainstorm as many words as possible for their sound. Have children share their lists with each other and create a word wall sorted by sound.

► **Linguistic/Interpersonal**

## ASSESS/CLOSE

### Write Sentences Using Words with r-Controlled Vowels

To assess their ability to blend and write words with /är/ar; /är/are; /ür/ir, ur, er; and /ör/or, observe children as they continue the activity. Have them write sentences using the words they have built.

## ADDITIONAL PHONICS RESOURCES

Phonics/Phonemic Awareness  
Practice Book  
pages 55–62

McGraw-Hill School  
**TECHNOLOGY**

**Phonics** CD-ROM  
activities for practice with  
Blending and Segmenting



## DAILY **Phonics** ROUTINES

**DAY 5**

**Fluency** Write a list of /är/ and /ür/ words on the chalkboard. Point to each word, asking children to blend the sounds silently. Ask a volunteer to read each word.



## ALTERNATE TEACHING STRATEGY

Review /är/, /är/, /ür/, /ör/, and /ü/.

For a different approach to teaching this skill, see page T70.

## Meeting Individual Needs for Phonics and Decoding

### EASY

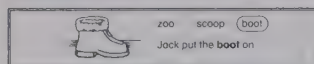
### ON-LEVEL

### CHALLENGE

### LANGUAGE SUPPORT

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach **72**

/är/; /ür/; /ör/; /ü/



Look at the picture. Circle the word that completes the sentence. Then write the word on the line.

1. curb first **parked** shore tore wore  
She **parked** the car.
2. There were birds near the **shore**.
3. burned fern shr care store store  
I **burned** the toast.
4. The lizard will **store** or you.

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice **72**

/är/; /ür/; /ör/; /ü/

Use these words to answer the riddles.

girl star few school fur store  
herd horn pol' car fodd bird

1. I am where you go to learn. What am I? **school**.
2. I am the hair that grows on animals. What am I? **fur**.
3. I am a child, and I am not a boy. What am I? **girl**.
4. I look at something for a long time. What do I do? **store**.
5. Blow in me and I will make music. What am I? **horn**.
6. I am a large group of cows. What am I? **herd**.
7. I am not very many. What am I? **few**.
8. I twinkle in the night sky. What am I? **star**.
9. I fly in the sky. What am I? **bird**.
10. I am two of something. What am I? **pair**.
11. You eat me. What am I? **food**.
12. People drive me. What am I? **car**.

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend **72**

/är/; /ür/; /ör/; /ü/

Pretend you are a news writer. Use the following words to complete the news report.

parked Tuesday careful corner morning news  
horns school



Welcome to the **news** report for **Tuesday**, May 2. This **morning** we are at the local **school** for safety week. The school bus is **parked** on the street. It will soon start and turn the **corner**. Children are learning to be **careful** before they cross the street. They listen with their ears and look both ways. Cars might be blowing their **horns**.  
Until tomorrow, this is your reporter saying good-bye.

Name \_\_\_\_\_ Date \_\_\_\_\_

Name It

- 2+2=
- |       |       |
|-------|-------|
| card  | cord  |
| cord  | cord  |
| house | hears |
| house | hears |
| store | stew  |
| store | stew  |
| car   | curb  |
| car   | curb  |
| toy   | too   |
| toy   | too   |
| bird  | blue  |
| bird  | blue  |



**TESTED OBJECTIVES**

Children will practice making and explaining inferences.

**MATERIALS:**

- Teaching Chart 62

**TEACHING TIP**

**INSTRUCTIONAL** Encourage class to pick a familiar story and choose a character that is not the main character. Ask them what they think the character is thinking or feeling at the beginning and end of the story and why.

**Review**

# Make Inferences

**PREPARE**

**Discuss Making Inferences**

Remind children that authors don't always tell the reader everything that is happening in a story. Tell them they can use clues in the text to figure things out for themselves.

**TEACH**

**Making Inferences about Jamaica and Ozzie**

**Display Teaching Chart 62.** Ask volunteers to read the passage aloud. Have children discuss what is happening and tell what clues helped them to figure it out.



**The House Next Door**

Shana wanted to ride her bike, but she had no one to ride with. So she sat on her front steps and played a game by herself. A big truck parked in front of the empty house next door. Shana watched closely. Two men got out and opened the back door of the truck. They brought out a table. Next came a couch and two chairs. Soon boxes of books, lamps, mirrors, and a TV covered the sidewalk. Shana sighed. Then one of the men rolled a red bicycle out of the truck. It had red-and-white streamers and was exactly the same size as her own. Shana stood up and cheered.

Teaching Chart 62

*Do this* →

**MODEL**

The author doesn't say so, but I think Shana is lonely and would like some friends. The truck and the furniture the men are putting on the sidewalk tell me that new people are moving into the empty house. I think Shana cheers when she sees the bike because she knows it probably means that someone her own age is moving in next door.



## PRACTICE

### Make Inferences from Pictures



Have children work in small groups to find magazine photographs of people. Have groups discuss what might have happened immediately before or immediately after the photograph was taken. Have groups write down their inferences in a "Before" and "After" Chart and share them with the class. ► **Interpersonal/Logical**

## ASSESS/CLOSE

### Make Inferences About Another Story

Have children make inferences based on the illustrations from a story they are unfamiliar with such as *Arthur Writes a Story*. Have children write their inferences down and discuss them after they read the selection.

## ALTERNATE TEACHING STRATEGY

### REVIEW MAKING INFERENCES

For a different approach to teaching this skill, see page T69.



## LOOKING AHEAD

Children will apply this skill as they read the next selection, *Arthur Writes a Story*.

## Meeting Individual Needs for Comprehension

### EASY

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach **73**

#### Make Inferences

Use story clues and what you know to understand parts of a story that are not stated directly.

Read the riddles. Then look at the job titles in the box below. Write the job title that solves each riddle.

teacher chef police officer vet mechanic

- I love to cook. I work at a restaurant.  
You will find me in the kitchen. **chef**
- My job is to keep you safe.  
I wear a uniform and a badge. **police officer**
- I know how to use tools to fix cars.  
I work in a garage. **mechanic**
- I work with you at school.  
I like to help you learn new things. **teacher**
- You bring your pet to see me if it is sick.  
I will take care of it. **vet**

### ON-LEVEL

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice **73**

#### Make Inferences

Read the story. Then answer each question. Use a complete sentence.

Billy stepped up to bat. He wished that he could just sit on the bench. He was only playing this game because his brother needed another player. The ball flew by him twice, and twice he swung at it. Then Billy just closed his eyes and swung one more time. CRACK! Billy couldn't believe it. He watched the ball go over the fence.

- What sport is Billy playing?  
**Billy is playing baseball.**
- How do you know this?  
**The story talks about stepping up to bat and swinging at a ball.**
- How does Billy feel about this game?  
**He doesn't enjoy it. He would rather be doing something else.**
- How do you think Billy feels at the end?  
**He is both happy and surprised that he hit the ball.**

### CHALLENGE

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend **73**

#### Make Inferences

What would you like for your next birthday? Write about what you want, but don't write the name of it. Have a friend read your clues and guess what you want! Then ask your friend to tell the clues that helped him or her guess.

It has four legs. } It barks. } You can't buy it at a toy store.

What I want for my birthday is \_\_\_\_\_

### LANGUAGE SUPPORT

Name \_\_\_\_\_ Date \_\_\_\_\_

#### Who Said It?

	(1)
	(2)
	(3)
	(4)



TESTED  
OBJECTIVES

Children will review compound words.

## MATERIALS

- Teaching Chart 63
- index cards

## LANGUAGE SUPPORT



Explain to ESL students that

the small words that make up a compound word will help them with word meaning. Demonstrate by having children define and/or point out a *basket* and a *ball*. Then have them describe a basketball and how the game is played.

# Review Compound Words

## PREPARE

## Search for Compound Words

Have children turn to pages 220 and 221 of the story *Jamaica Tag-Along*. Point out the word *basketball* and tell children that this is a compound word. Remind them that compound words are words made up of two smaller words. Ask children to identify other compound words on these two pages. (*anything, everybody*)

## TEACH

## Identify and Build Compound Words

Point to the word *snow* on the chart. Invite a volunteer to say the word aloud. Then point to the word *storm* and ask another volunteer to say the word. Now draw a line connecting the two words. Invite the class to say the compound word with you. Discuss with children how the meaning of the word *snowstorm* differs from the individual words *snow* and *storm*. Repeat the procedure with all the words on the chart. Invite children to suggest other compound words.



snow	_____	storm
house	_____	boat
swim	_____	suit
club	_____	house

Teaching Chart 63

**MODEL** I can join the two small words in each column to make one compound word. Let's see, what word can be added to *snow* to make a new word? If I join *snow* and *storm*, I can make the word *snowstorm*.



## PRACTICE

### Build Compound Words



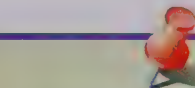
Divide the class into two groups. Give one group the following words on index cards: *side, school, class, sand, snow, fire*. Then give the other group the following words: *walk, house, room, storm, man, fighter*. Have a child from the first group read aloud a word on that group's list. Have children in the other group determine whether or not they can form a compound word using a word from their list. Have groups take turns until all possible compound words are built.

► **Kinesthetic/Linguistic**

## ASSESS/CLOSE

### Brainstorm

To assess their understanding of compound words, observe children as they continue the activity. Have each group continue to take turns building compound words by naming objects in the classroom that are compound words. (for example: *doorknob, chalkboard, bookshelf, keyboard*, and so on.)



## ALTERNATE TEACHING STRATEGY

### COMPOUND WORDS

For a different approach to teaching this skill, see page T71.

snow

storm

class

room

side

walk

## Meeting Individual Needs for Vocabulary

### EASY

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach **74**

#### Compound Words

Always look for the two small words in a compound word. Knowing the meaning of each small word helps you understand the meaning of the compound word.

**basket + ball = basketball**  
Buzz liked to play basketball.

Circle the compound word in each group. Then write the two small words that make up the compound word.

- hall (sidewalk) fire
- under bedroom place  
bed room
- playground shine sun  
play ground
- snow base birdhouse  
bird house
- sunlight camp moon  
sun light

### ON-LEVEL

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice **74**

#### Compound Words

If you know the meaning of each smaller word in a compound, you can figure out the meaning of the word.

Complete each sentence with one compound word from the box. Then write each small word in the compound on the line.

anything everybody fireplace  
basketball bookcase bookcase

- Please put all the books in the bookcase.  
book case
- Our basketball team will play again on Friday.  
basket ball
- Everybody is coming to see our class play.  
every body
- It's nice to sit in front of the warm fireplace.  
fire place
- I don't have anything to do after school.  
any thing

### CHALLENGE

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend **74**

#### Compound Words

Cut on the dotted lines. Put dominoes next to each other to make compound words.

Use one of the compound words in a sentence.  
Children should put the dominoes together to form the following compound words: *everybody, fireplace, flashlight, peanut, Thanksgiving, weekend, breakfast, rainbow, cupcake, and watchdog*.

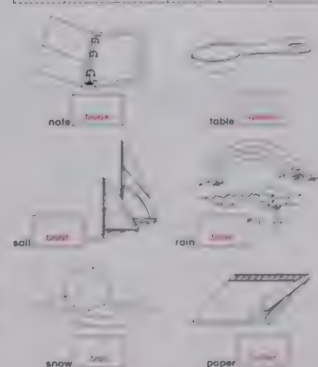
light	every	nut	fire
body	flash	giving	pea
dog	thanks	bow	week
place	break	cake	rain
end	cup	fast	watch

### LANGUAGE SUPPORT

Name \_\_\_\_\_ Date \_\_\_\_\_

#### You Can Make Compound Words

spoon ball cutter bow boat book







GRAMMAR/SPELLING CONNECTIONS

See the 5-Day Spelling Plan on words with /u/ and /ü/, pages 2430-243P.

TECHNOLOGY TIP

Children may find it helpful to highlight the characters in the scene so they can read their lines more easily. Show students how to use bold, underline or italics to highlight certain words or phrases.

# Persuasive Writing

## Prewrite

**WRITE A PLAY** Present this writing assignment: Write a scene in which an older child will not let a younger child tag along. Have the younger child protest and explain why it would be more fun or helpful if he or she were allowed to participate.

**BRAINSTORM IDEAS** Have children brainstorm situations in which a younger child might want to tag along with an older child. Encourage children to reflect on their personal experiences.

**Strategy: Make a Chart** Have children create a chart to organize their ideas.

ACTIVITY	ALEXA	IAN
softball	older child	younger child
bicycle riding		
going to a movie		

## Draft

**USE THE CHART** Have students use their charts to develop scenes with dialogue and detailed action. Remind them to use strong, persuasive language in the dialogue. Encourage them to write creative solutions or turning points to resolve scenes.

## Revise

**SELF-QUESTIONING** Ask children to assess their drafts.

- Does my dialogue clearly show each character's viewpoint?
- Do they both give good reasons for their feelings?
- Does the dialogue lead to the solution?



Have children rehearse their scenes with a partner.

## Edit/Proofread

**CHECK FOR ERRORS** Children should reread their scenes to check for spelling, grammar, and punctuation.

**PUBLISH** Have partners create playbills with a title, date, cover, drawing, and the names of student performers.

### Going to a Movie

Ian: Where are you going, Alexa?

Alexa: I'm going to the movies with my friends.

Ian: I want to go! Can I go with you?

Alexa: No. We won't have any fun if you go. You always get scared.

Ian: I won't get scared. I promise.

Alexa: You won't cry? And hide your head like the last time?

Ian: There was a big monster the last time!

Alexa: All my friends laughed at you. They thought you were a baby.



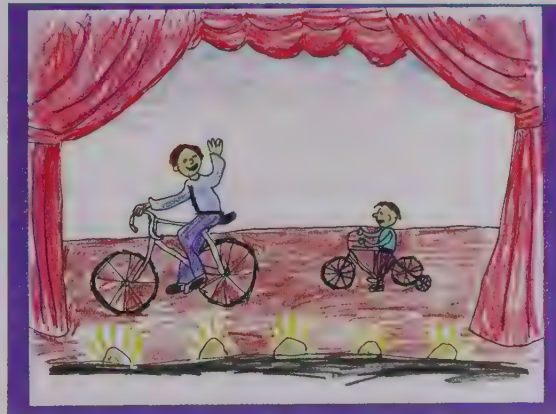
## Presentation Ideas

**SET THE STAGE** Have children create an illustration of the characters in the scene. Remind children that the scene should be set in a specific place, such as a backyard.

### ► Viewing/Representing

**LISTEN AND RESPOND** Have children practice being a courteous audience. Give the children an opportunity to discuss what they liked best about each scene.

### ► Listening/Speaking



Consider students' creative efforts, possibly adding a plus (+) for originality, wit, and imagination.

## Scoring Rubric

### Excellent

**4:** The writer:

- presents the arguments of characters.
- creates an entertaining dramatic situation.
- presents a creative resolution to the situation.

### Good

**3:** The writer:

- creates believable characters
- presents reasonable arguments for the characters.
- attempts to resolve the scene with an action.

### Fair

**2:** The writer:

- may present indistinct characters
- may not present both sides evenly or show a clear conflict.
- may have trouble resolving the scene.

### Unsatisfactory

**1:** The writer:

- may not present characters with a conflict.
- may present dialogue without a focus.
- may not address the intent to persuade.

**0:** The writer leaves the page blank or fails to respond to the writing task. The student does not address the topic or simply paraphrases the prompt. The response is illegible or incoherent.

## COMMUNICATION TIPS

**REPRESENTING** Have children plan their movements and rehearse their scenes before performing them for the class.

**SPEAKING** Encourage children to speak clearly and include gestures when acting out their scenes. Remind students to speak naturally, as if they are the characters.

## LANGUAGE SUPPORT

**ESL** Some children might have difficulty identifying emotions for their scene. Have them take turns acting out emotions such as joy, sorrow, anger. Have children keep a list of the emotions.



Invite children to include their written scenes and illustrations in their portfolios.

## Meeting Individual Needs for Writing

### EASY

**Storyboard** Have children create storyboards illustrating a scene in which an older child and a younger child cooperate during an activity. Have children label each frame with a title, for example: *Alexa helps Ian reach the shelf.*

### ON-LEVEL

**Dramatic Poetry** Have children write a poem about an older child and a younger having a conflict and resolving it. Invite children to create an illustration for the poem.

### CHALLENGE

**Changing Roles** Have children rewrite *Jamaica Tag-Along* from Ossie's point of view. How does he feel about Jamaica following him?



# 5 Day Grammar and Usage Plan

## LANGUAGE SUPPORT

Write *girl* and *cat* on the chalkboard. Then add *'s* to *girl*. Explain that this shows that the cat belongs to the girl. Repeat with other words, such as *boy* and *ball*, *man* and *hat*.

## DAILY LANGUAGE ACTIVITIES

Write the Daily Language Activities on the chalkboard each day or use **Transparency 9**. Have children correct the sentences orally.

### Day 1

1. Jamaica's brother plays ball. *Jamaica's*
2. Her brothers name is Ossie. *brother's*
3. Ossie's friend called him. *Ossie's*

### Day 2

1. Maurice's shot was short. *Maurice's*
2. All the boys legs moved fast. *boys'*
3. The four players shots were good. *players'*

### Day 3

1. The mothers baby played. *mother's*
2. The girls smile was kind. *girl's*
3. Both kids hands were busy. *kids'*

### Day 4

1. Jamaica's sand castle was tall. *Jamaica's*
2. Two towers walls fell in. *towers'*
3. Her friends name was Berto. *friend's*

### Day 5

1. The sun's rays were warm. *sun's*
2. Both friends work was good. *friends'*
3. The castles wall was strong. *castle's*

## DAY 1

### Introduce the Concept

**Oral Warm-Up** Write the following sentence on the chalkboard: *Jill's bike is blue*. Ask children who owns the bike. Point to the apostrophe in the word *Jill's*.

**Introduce Possessive Nouns** Tell children that in the above sentence, the word *Jill's* tells who has something.

#### Possessive Nouns

- Some nouns show who or what owns or has something.
- This kind of noun is called a **possessive noun**.
- Add an **apostrophe (')** and **-s** to a singular noun to make it possessive.

Present the Daily Language Activity and have children correct orally. Then have children write a sentence using the possessive form of a singular noun.



Assign the daily Writing Prompt on page 216C.

Name \_\_\_\_\_ Date \_\_\_\_\_

GRAMMAR 51

### Possessive Nouns

- Some nouns show who or what owns or has something.
- This kind of noun is called a **possessive noun**.
- Add an **apostrophe (')** and **-s** to a singular noun to make it possessive.

the boy      the cap      It is the boy's cap.

Choose the right word to fill each blank.

1. Tim's nose  
A. Tim's B. Tim
2. boy's knees  
A. boy B. boy's
3. dog's tail  
A. dog's B. dog
4. cat's eyes  
A. cat B. cat's
5. Mary's hands  
A. Mary B. Mary's

Extension: Have students describe something a character owns using the possessive form of the noun.

51

GRAMMAR PRACTICE BOOK, PAGE 51

## DAY 2

### Teach the Concept

**Review Possessive Nouns** Review what a possessive noun is and how to form the possessive of a singular noun.

**Introduce Plural Possessives** Tell children that plural nouns can also be possessive. Review that a plural noun tells about more than one person, place, or thing. Ask students what letter most plural nouns end with. (*s*) Then present:

#### Plural Possessive Nouns

Add an apostrophe to most plural nouns to make them possessive.

Write regular plural nouns such as *girls*, *dogs*, and *toys* on the board. Then add an apostrophe to form the possessive.

Present the Daily Language Activity and have children correct orally. Then have children write a sentence using a plural possessive noun.



Assign the daily Writing Prompt on page 216C.

Name \_\_\_\_\_ Date \_\_\_\_\_

GRAMMAR 52

### Possessive Nouns

- Add just an apostrophe to most plural nouns to make them possessive.

boys' hats

Read the words in the first column. Circle the correct word to use when more than one own something.

1. waiters tables	waiter's	waiters	<u>waiters'</u>
2. puppies ears	<u>puppies'</u>	puppy's	puppies
3. books covers	book's	<u>books'</u>	books
4. bears eyes	bears	bear's	<u>bears'</u>
5. dancers legs	<u>dancers'</u>	dancers	dancer's
6. singers lips	singer's	<u>singers'</u>	singers
7. tables tops	tables	table's	<u>tables'</u>
8. boys caps	<u>boys'</u>	boys	boy's
9. cats paws	cat's	<u>cats'</u>	cats
10. girls shoes	girls	<u>girls'</u>	girl's

Extension: Have students brainstorm about words ending in *-s* and write them on the chalkboard. Then have them add the apostrophe.

52

GRAMMAR PRACTICE BOOK, PAGE 52



# Possessive Nouns

DAY

3

## Review and Practice

**Learn from the Literature** Review possessive nouns. Read the first sentence on page 220 of *Jamaica Tag-Along*:

**Ossie got his basketball from the closet.**

Ask children what Ossie owns in the sentence above. (*basketball*) Then ask students to write the possessive form of *Ossie* and show what he owns. (*Ossie's basketball*)

**Write Possessive Nouns** Present the Daily Language Activity. Then write the following on the chalkboard: *the dog owned by the boys, the ball owned by Jamaica, the toys owned by Berto*. Have children form the possessive noun of each phrase. (*the boys' dog, Jamaica's ball, Berto's toys*)



Assign the daily Writing Prompt on page 216D.

DAY

4

## Review and Practice

**Review Possessive Nouns** Write the words *Sam, girls, bike, and cats* on the chalkboard. Have children take turns coming to the board and writing the possessive form of each noun. Then have children do the Daily Language Activity.

**Mechanics and Usage** Review with children the use of apostrophes in possessive nouns. Discuss and display:

### Apostrophes

- Always use an apostrophe to form a possessive noun.
- Add an apostrophe and -s to make a singular noun possessive.
- Add an apostrophe to make most plural nouns possessive.



Assign the daily Writing Prompt on page 216D.

DAY

5

## Assess and Reteach

**Assess** Use the Daily Language Activity and page 55 of the **Grammar Practice Book** for assessment.

**Reteach** Review possessive nouns. Write the rules for forming singular and plural possessives on the chalkboard.

Write both singular and regular plural nouns on individual slips of paper. Distribute these to children. Then tape a large card with 's on one side of the board and a card with just an apostrophe on the other. Have children take turns forming possessive nouns by taping their nouns under the appropriate sign on the board.

Have children create a classroom word wall with the possessive nouns they have formed.

Use page 56 of the **Grammar Practice Book** for additional reteaching.



Assign the daily Writing Prompt on page 216D.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Possessive Nouns**

Some nouns show who or what owns or has something. This kind of noun is called a **possessive noun**. Add an **apostrophe (')** and **-s** to a singular noun to make it possessive. Add just an apostrophe to most plural nouns to make them possessive.

boy's coat boys' coats

Write the possessive form of each noun in parentheses.

- The wind blew all of the (books) covers off. books
- The (car) horn was loud. car's
- The three (desks) drawers are all full. desks
- Did you see the (tiger) face? tiger's
- All of the (birds) beaks are sharp. birds
- The two (girls) rooms are going to be cleaned. girls
- All of the (pictures) frames will be dusted. pictures
- The (bike) seat was too low. bike's

GRAMMAR PRACTICE BOOK, PAGE 53

Name \_\_\_\_\_ Date \_\_\_\_\_

**Apostrophes in Possessive Nouns**

Always use an apostrophe to form a possessive noun. Add an apostrophe and -s to make a singular noun possessive. Add an apostrophe to make most plural nouns possessive.

Circle the word that completes the sentence. Then write the word.

- All the dancers toes tapped. dancer's dancers
- The little cat's tail twitched. cat's cats
- The two singers voices were loud. singer's singers
- That dog's ears stood up. dog's dogs
- This nurse's shoes are white. nurse's nurses
- Both the actors costumes are funny. actor's actors
- The man's tooth fell out. man's men's
- My mother's name is Ana. mother's mothers

GRAMMAR PRACTICE BOOK, PAGE 54

Name \_\_\_\_\_ Date \_\_\_\_\_

**Possessive Nouns**

Read each question. Mark your answer.

- Which sentence has a possessive noun?
  - ☐ Jane lost the dog's collar.
  - ☐ We had two collars.
  - ☐ She lost them both.
- Which sentence has a possessive proper noun?
  - ☐ Chris is looking for them.
  - ☐ Jane is on the phone.
  - ☐ Jane's mother is calling.
- Which sentence has a possessive noun?
  - ☐ The colors are not here.
  - ☐ Look under the steps.
  - ☐ Here are the cats' toys.
- Which sentence has a possessive proper noun?
  - ☐ Are we going to see the Tower?
  - ☐ The steps are broken.
  - ☐ The Tower's entrance is closed.

GRAMMAR PRACTICE BOOK, PAGE 55



# 3 Day Spelling Plan

## LANGUAGE SUPPORT



Children may need help with the /ûr/ sound because it can be spelled numerous ways. Write the following on the chalkboard: d\_\_t, h\_\_d, and t\_\_ned. (**dirt**, **herd**, **turned**) As you say each word, fill in the missing letters, and have students repeat the word.

## DICTATION SENTENCES

### Spelling Words

1. She broke her arm.
2. The boy has a birthday.
3. Her feet are cold.
4. The cat has brown fur.
5. She turned her back.
6. The doll has a curl over her eye.
7. I like the farm.
8. The rock is hard.
9. Pigs like dirt.
10. The herd is loud.

### Challenge Words

11. I can see the new building.
12. She is a busy girl.
13. We walked to the edge of the lake.
14. My father is a giant.
15. I can repair the boat.

## DAY 1

1

### Pretest

**Assess Prior Knowledge** Use the Dictation Sentences at left and **Spelling Practice Book**, Page 51 for the pretest. Allow children to correct their own papers. If children have trouble, have partners give each other a midweek test on Day 3. Children who require a modified list may be tested on the first five words.

Spelling Words	Challenge Words
1. arm	6. curl
2. birthday	7. farm
3. <b>her</b>	8. hard
4. fur	9. dirt
5. <b>turned</b>	10. herd
	11. <b>building</b>
	12. <b>busy</b>
	13. <b>edge</b>
	14. <b>giant</b>
	15. <b>repair</b>

Note: Words in **dark type** are from the story.

**Word Study** On page 52 of the **Spelling Practice Book** are word study steps and an at-home activity.

## DAY 2

2

### Explore the Pattern

**Sort and Spell Words** Say *farm, birthday, her, and fur*. Ask children what vowel sound they hear in each word. These words contain the /är/ and /ûr/ sounds.

Ask children to read aloud the ten spelling words and sort them according to the sound and spelling pattern.

/är/ spelled ar	/ûr/ spelled ir	/ûr/ spelled er	/ûr/ spelled ur
farm	birthday	her	fur
arm	dirt	herd	turned
hard			curl

**Word Wall** Write a poem on the chalkboard that includes words with the /är/, and /ûr/ vowel sounds. Have children look for them in the poem and add them to the classroom word wall, underlining the spelling pattern in each word.

Name \_\_\_\_\_ Date \_\_\_\_\_ SPELLING 51

Words with /är/ ar; /ûr/ ir, er, ur

**Pretest Directions**  
Fold back your paper along the dotted line. Use the blanks to write each word as it is said to you. When you finish the test, unfold the paper, and correct any spelling mistakes. Practice those words for the Posttest.

**To Parents,**  
Here are the results of your child's weekly spelling. Please have your child read each step for the Posttest by following these simple steps for each word on the word list.

1. Read the word to your child.
2. Have your child write the word using each letter as it is written.
3. Say each letter of the word as your child checks the spelling.
4. If a mistake has been made, have your child read each letter of the word to you, and then repeat steps 1-3.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**Challenge Words**

- \_\_\_\_\_ building
- \_\_\_\_\_ busy
- \_\_\_\_\_ edge
- \_\_\_\_\_ giant
- \_\_\_\_\_ repair

SPELLING PRACTICE BOOK, PAGE 51

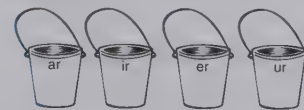
WORD STUDY STEPS AND ACTIVITY, PAGE 52

Name \_\_\_\_\_ Date \_\_\_\_\_ SPELLING 50

Words with /är/ ar; /ûr/ ir, er, ur

arm her turned farm dirt  
birthday fur curl hard herd

Fill in the sand pails with spelling words. Match each word with a spelling pattern.



- ar \_\_\_\_\_
- ir \_\_\_\_\_
- er \_\_\_\_\_
- ur \_\_\_\_\_

10 \_\_\_\_\_

SPELLING PRACTICE BOOK, PAGE 53



# ...Words with /är/ar; /ûr/ir, ur, er

DAY

3

## Practice and Extend

### Word Meaning: Answer Riddles

Write the spelling words on the chalkboard. Have children use a word from the list to answer riddles. For example:

- This is a place where people raise animals and plants. *farm*
- A group of animals is called this. *herd*
- This is something everyone has once a year. *birthday*
- People have hair and animals have this. *fur*

**Glossary** Review the pronunciation key with children. Have partners:

- write each Challenge Word.
- find the pronunciation of each word in the Glossary.
- take turns saying each word aloud and using it in a sentence.

DAY

4

## Proofread and Write

**Proofread Sentences** Write these sentences on the chalkboard, including the misspelled words. Ask children to proofread, circling incorrect spellings and writing the correct spellings. There are two spelling errors in each sentence.

He tirned the dert. (turned, dirt)

The hurd can work haired. (herd, hard)

Have children create additional sentences with errors for partners to correct.



Have children use as many spelling words as possible in the daily Writing Prompt on page 216D. Remind Children to proofread their writing for errors in spelling, grammar, and punctuation.

DAY

5

## Assess and Reteach

**Assess Children's Knowledge** Use page 56 of the **Spelling Practice Book** or the Dictation Sentences on page 243Q for the posttest.

**Personal Word List** If children have trouble with any words in the lesson, have them add to their personal list of troublesome words in their journals. Have children write their own riddles using words from the list.

Children should refer to their word lists during later writing activities.

Name \_\_\_\_\_ Date \_\_\_\_\_ SPELLING 54

Words with /är/ar; /ûr/ir, er, ur

arm	her	turned	farm	dirt
birthday	fur	curl	hard	herd

Write a spelling word to complete each sentence.

- People raise animals on a farm.
- Pigs like to roll in the dirt.
- A group of cows is called a herd.
- A fox and a bear are both kept warm by their fur.
- The barn cat likes to curl up in a ball to sleep.
- Nina works very hard on the farm.
- It is her job to milk the cows.

**Word Building**  
Be a word builder. Put the word parts together. Write the new words you can make. Circle the part of the finished word that is a spelling word.

- birth + day = birthday
- curl + ed = curled
- turn + ed = turned
- farm + house = farmhouse
- arm + chair = armchair

Challenge: Write a sentence using each word.

54 SPELLING PRACTICE BOOK, PAGE 54

Name \_\_\_\_\_ Date \_\_\_\_\_ SPELLING 55

Words with /är/ar; /ûr/ir, er, ur

**Proofreading Activity**  
There are six spelling mistakes in the report below. Circle each misspelled word. Write the words correctly on the lines below.

I got a new pet snake for my birthday. I named he Slinky because of the way she moves. Slinky does not have er. She is smooth. Slinky likes to car around my farm. I really like my pet snake! I hope she likes living with me on the farm.

- birthday
- her
- fur
- curl
- arm
- farm

**Writing Activity**  
Write a short report about life on a farm. Use four of your spelling words. Circle the spelling words you use.

55 SPELLING PRACTICE BOOK, PAGE 55

Name \_\_\_\_\_ Date \_\_\_\_\_ SPELLING 56

Words with /är/ar; /ûr/ir, er, ur

Look at the words in each set. One word in each set is spelled correctly. Use a pencil to color in the circle in front of that word. Before you begin, look at the sample sets of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

<b>Sample A</b> 1. a. <input type="radio"/> arm b. <input checked="" type="radio"/> arm c. <input type="radio"/> arm d. <input type="radio"/> arm 2. e. <input type="radio"/> birthday f. <input type="radio"/> birthday g. <input type="radio"/> birthday h. <input type="radio"/> birthday 3. i. <input type="radio"/> fur j. <input type="radio"/> fur k. <input type="radio"/> fur l. <input type="radio"/> fur 4. m. <input type="radio"/> fur n. <input type="radio"/> fur o. <input type="radio"/> fur p. <input type="radio"/> fur 5. q. <input type="radio"/> fur r. <input type="radio"/> fur s. <input type="radio"/> fur t. <input type="radio"/> fur	<b>Sample B</b> 1. <input type="radio"/> dirt 2. <input type="radio"/> dirt 3. <input type="radio"/> dirt 4. <input type="radio"/> dirt 5. <input type="radio"/> dirt 6. <input type="radio"/> dirt 7. <input type="radio"/> dirt 8. <input type="radio"/> dirt 9. <input type="radio"/> dirt 10. <input type="radio"/> dirt
---	--

56 SPELLING PRACTICE BOOK, PAGE 56



# Sharks

**Selection Summary** Children will learn why sharks are our friends and why we need to keep them from dying out.



Listening  
Library  
Audiocassette

**INSTRUCTIONAL**  
Page T246-T253



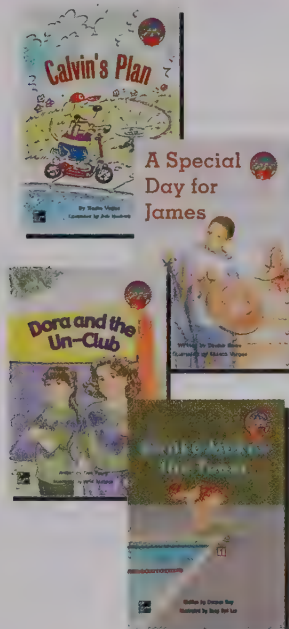
# Resources for Meeting Individual Needs

## REVIEW

### LEVELED BOOKS



**EASY**  
Pages 253A, 253D



**INDEPENDENT**  
Pages 253B, 253D



**CHALLENGE**  
Pages 253C, 253D

Take-Home version available

### LEVELED PRACTICE



#### **Reteach, 75-82**

blackline masters with reteaching opportunities for each assessed skill

#### **Practice, 75-82**

workbook with Take-Home Stories and practice opportunities for each assessed skill and story comprehension

#### **Extend, 75-82**

blackline masters that offer challenge activities for each assessed skill

### ADDITIONAL RESOURCES

- **Language Support Book**, pp. 82-90
- **Take-Home Story, Practice** pp. 76a-76b
- **Alternate Teaching Strategies**, pp. T64-T72
- **Selected Quizzes Prepared by** Accelerated Reader

McGraw-Hill School  
**TECHNOLOGY**  
**Phonics** CD-ROM provides extra phonics support.



**interNET CONNECTION** Research & Inquiry ideas. Visit [www.mhschool.com/reading](http://www.mhschool.com/reading).





Suggested

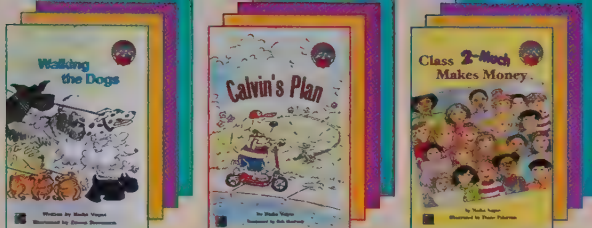
Available on CD-ROM

# Lesson Planner

READING AND LANGUAGE ARTS	DAY 1 Focus on Reading and Skills	DAY 2 Read the Literature
<b>Phonics Daily Routines</b>	Daily  Routine: Rhyming, 246B CD-ROM	Daily  Routine: Letter Substitution, 246C CD-ROM
<b>Phonological Awareness</b> <b>Phonics Review</b> <b>Comprehension</b> <b>Vocabulary</b> <b>Study Skills</b> <b>Listening, Speaking, Viewing, Representing</b>	<b>Read Aloud and Motivate</b> , 244E "The Sharks" <input checked="" type="checkbox"/> <b>Develop Phonological Awareness</b> , 244–245 Cumulative Review "Shark Food" <input checked="" type="checkbox"/> <b>Cumulative Review</b> , 246A–246B <b>Teaching Chart 64</b> <b>Reteach, Practice, Extend</b> , 75 <b>Phonics/Phonemic Awareness Practice Book</b> , 63–66	<b>Build Background</b> , 246C Develop Oral Language <b>Vocabulary</b> , 246D <i>afraid</i> <i>danger</i> <i>trouble</i> <i>chew</i> <i>lesson</i> <i>understand</i> <b>Word Building Manipulative Cards Teaching Chart 65</b> <b>Reteach, Practice, Extend</b> , 76 <b>Read the Selection</b> , 246–249 Guided Instruction <input checked="" type="checkbox"/> Phonics /ou/ ou, ow <input checked="" type="checkbox"/> Make Inferences
<b>Curriculum Connections</b>	<b>Language Arts</b> , 244E	<b>Science</b> , 246C
<b>Writing</b>	<b>Writing Prompt</b> : Write two or three sentences telling what you know about sharks. What do they look like? What do they eat?	<b>Writing Prompt</b> : Imagine you had a pet shark. How would you take care of it? How would it live and what would you feed it? <b>Journal Writing</b> Quick-Write, 249
<b>Grammar</b>	<b>Introduce the Concept: Plurals and Possessives</b> , 253O Daily Language Activity: Write plural nouns correctly. <b>Grammar Practice Book</b> , 57	<b>Teach the Concept: Plurals and Possessives</b> , 253O Daily Language Activity: Write plural nouns correctly. <b>Grammar Practice Book</b> , 58
<b>Spelling Words from Science</b>	<b>Pretest: Words from Science</b> , 253Q <b>Spelling Practice Book</b> , 57, 58	<b>Explore the Pattern: Words from Science</b> , 253Q <b>Spelling Practice Book</b> , 59



# Meeting Individual Needs



= Skill Assessed in Unit Test



DAY

3

Read the Literature

Daily **Phonics** Routine:  
Fluency, 251

CD-ROM

Rereading for Fluency, 248

Story Questions, 250

**Reteach, Practice, Extend**, 77

Story Activities, 251

Study Skills, 252

Graphic Aids

**Teaching Chart 66**

**Reteach, Practice, Extend**, 78

Test Power, 253



Read the Leveled Books,

Guided Reading

Phonics

Make Inferences

Problem and Solution

DAY

4

Build Skills

Daily **Phonics** Routine:  
Writing, 253F

CD-ROM



Read the Leveled Books and the Self-Selected Books

Review Make Inferences, 253E–253F  
**Teaching Chart 67**

**Reteach, Practice, Extend**, 79

**Language Support**, 87

Review Problem and Solution, 253G–253H  
**Teaching Chart 68**

**Reteach, Practice, Extend**, 80

**Language Support**, 88

DAY

5

Build Skills

Daily **Phonics** Routine:  
Segmenting, 253H

CD-ROM



Read Self-Selected Books

Review Compound Words, 253I–253J  
**Teaching Chart 69**

**Reteach, Practice, Extend**, 81

**Language Support**, 89

Review Prefixes, 253K–253L  
**Teaching Chart 70**

**Reteach, Practice, Extend**, 82

**Language Support**, 90

**Listening, Speaking, Viewing, Representing**, 253N

Make a Poster

Make a Speech



**Writing Prompt:** Suppose you had a fish tank. Write a letter telling about all the creatures in your tank.

**Persuasive Writing**, 253M

Prewrite, Draft



**Writing Prompt:** You are going on an ocean voyage. You can take three things with you. What are they? Tell why you chose them.

**Persuasive Writing**, 253M

Revise

**Meeting Individual Needs for Writing**, 253N



**Writing Prompt:** Ask a friend or relative what his or her favorite animal is. Write what he or she likes about the animal and why.

**Persuasive Writing**, 253M

Edit/Proofread, Publish

**Review and Practice: Plurals and Possessives**, 253P

Daily Language Activity: Write plural and possessive nouns correctly.

**Grammar Practice Book**, 59

**Review and Practice: Using Apostrophes**, 253P

Daily Language Activity: Write plural and possessive nouns correctly.

**Grammar Practice Book**, 60

**Assess and Reteach: Plurals and Possessives**, 253P

Daily Language Activity: Write plural and possessive nouns correctly.

**Grammar Practice Book**, 61–62

**Practice and Extend: Words from Science**, 253R

**Spelling Practice Book**, 60

**Proofread and Write: Words from Science**, 253R

**Spelling Practice Book**, 61

**Assess and Reteach: Words from Science**, 253R

**Spelling Practice Book**, 62





Language Arts

# Read Aloud and Motivate

## The Sharks

a poem by  
Douglas Florian

**S**harks can park  
Wherever they wish.  
They do not fear  
The other fish.  
Sharks can swim  
Wherever they please.  
On this each other  
Fish agrees.

## Oral Comprehension

**LISTENING AND SPEAKING** Encourage children to make inferences by reading aloud this poem about sharks. Ask them to use clues from the text and their own knowledge to make inferences about what they are hearing. When you have finished the poem, ask, "What do you think the poem is saying about sharks?" Then ask, "Is the poem saying something about the fish, too? What?" Remind children to make inferences as they read other stories and poems.

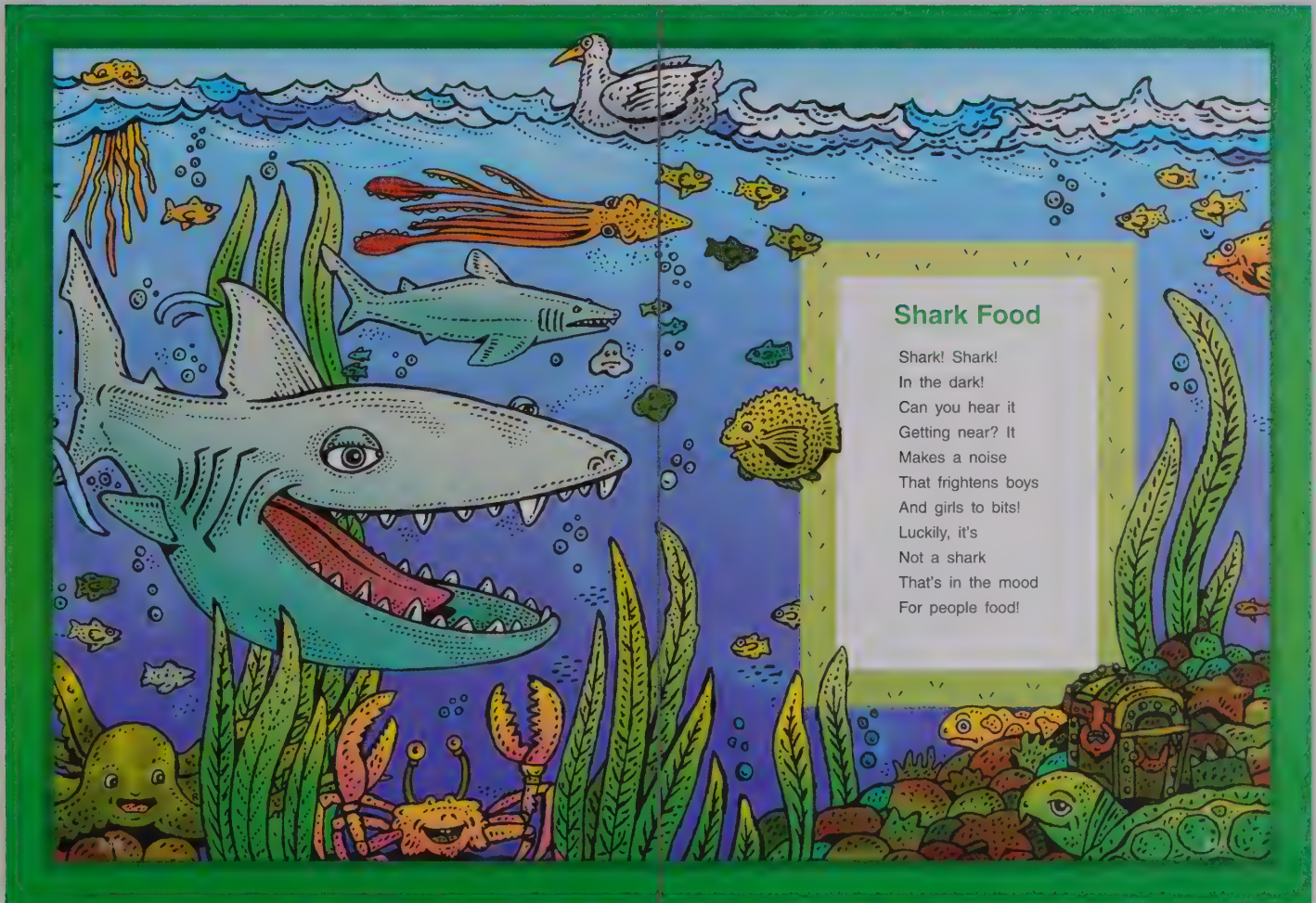
**Activity** Encourage children to create a short skit about fish and sharks based on what they learned in the poem. They can make fish and shark movements as they role-play their scenes.

► **Kinesthetic**



# Develop **Phonological Awareness**

Anthology pages 244–245



## Objective: Listen for Vowel Sounds

**RHYMING** Have children read the poem. Divide the class into three groups. Group A listens for *ark* and *ear* words. Group B listens for words that rhyme with *toys*. Group C listens for words that rhyme with *rude*. As you reread the poem aloud, have each group raise their hands when they hear their rhyming sound.

**Phonemic Awareness** **BLENDING** Have children practice blending, using words found in the poem. For example: The /sh/ /är/ /k/ is getting near. What is near? (*shark*)

Repeat with *mood* and *boys*.

**Phonemic Awareness** **SEGMENTING** Have children change vowel sounds.

- Say the word *shark*. Change the /är/ to /ûr/, and say the new word. (*shirk*)
- Now change the /ûr/ to /ā/, and say the new word. (*shake*)

Repeat with *hear* and *noise*.



TESTED  
OBJECTIVES

Children will:

- identify /är/; /ûr/; /ôr/; /îr/; /oi/; /ü/.
- blend and read words with /är/; /ûr/; /ôr/; /îr/; /oi/; /ü/.
- review initial and final consonants.

## MATERIALS

- Teaching Chart 64
- letter, digraph, variant vowel cards, and word building boxes from the Word Building Manipulative Cards

ALTERNATE TEACHING  
STRATEGY

/är/; /ûr/; /ôr/; /îr/; /oi/; /ü/

For a different approach to teaching this skill, see page T68.

## Review

/är/; /ûr/; /ôr/;  
/îr/; /oi/; /ü/

## PREPARE

Review Words  
with /är/; /ûr/;  
/ôr/; /îr/; /oi/; /ü/

Tell children they will practice reading and building words with the sounds /är/, /ûr/, /ôr/, /îr/, /oi/, /ü/. Write some examples on the chalkboard and point out the letter combinations that make these sounds.

## TEACH

**BLENDING**  
Model and Guide  
Practice with  
/är/; /ûr/; /ôr/;  
/îr/; /oi/; /ü/

- Display **Teaching Chart 64**. Blend each word in the box at the top of the chart. Point out the letter combinations that make the vowel sounds.
- Direct children's attention to the first word on the chart. Blend the sounds together and have children repeat after you.

arm   boil   beard   whirl   chew   north			
dark	arm	clue	chew
chore	north	noise	boil
shirt	whirl	fear	beard

Teaching Chart 64

Use the Words  
in Context

Repeat the  
Procedure

- Ask children which word in the box at the top of the chart has the same vowel sound as *dark*. Write *arm* on the line and have children read the two words.
- Invite volunteers to suggest other words that have the same vowel sound as *dark*.
- Invite children to use the words in sentences to reinforce their meanings. Example: *The shark swims in dark water.*
- Repeat the procedure to model and guide practice with the remaining words on the **Teaching Chart**.



## PRACTICE

### LETTER SUBSTITUTION

Build /är/; /ür/;  
/ör/; /ir/; /oi/; /ü/  
Words with  
Letter Cards

Use letter cards to build *shark*. Read aloud, and have children repeat. Change to *sharp* by replacing the *k* with a *p*. Read aloud, and have children repeat. Have children build and write the following words by changing/adding the needed letters: *chart* → *charm* → *farm* → *worm* → *wore* → *chore* → *cheer* → *chew*. Call on children to write each word on the chalkboard, blend the sounds together as they read them aloud, and point out which letters spell the vowel sound. ► **Linguistic/Visual**

## ASSESS/CLOSE

Read and Sort  
Words with  
/är/; /ür/; /ör/;  
/ir/; /oi/; /ü/

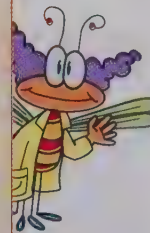
To assess children's ability to build and read words with /är/, /ür/, /ör/, /ir/, /oi/, /ü/, observe them as they work on the Practice activity. Ask each child to read, spell aloud, and write a word from the Practice activity. Have the class build a word wall with separate columns for each vowel sound.

## ADDITIONAL PHONICS RESOURCES

Phonics/Phonemic Awareness  
Practice Book  
pages 63–66

PHONICS KIT  
Hands-on Activities and Practice

McGraw-Hill School  
**TECHNOLOGY**  
CD-ROM  
activities for practice with  
Segmenting and Building



## Daily Routines

DAY 1

**Rhyming** Read aloud the following list of words: *farm, chore, hurt, fear, toys, glue*. Have children suggest words that rhyme with each word.

DAY 2

**Letter Substitution**

Write *more* on the chalkboard. Have children replace the first letter with letter cards to make new words, such as *shore, store, and bore*.

DAY 3

**Fluency** Write a list of words with /är/; /ür/; /ör/; /ir/; /oi/; /ü/. Point to each word, asking children to blend the sounds silently. Ask a volunteer to read each word.

DAY 4

**Writing** Have partners write a silly story together, using words with /är/; /ür/; /ör/; /ir/; /oi/; /ü/. Each child can take turns writing a sentence until the story is complete.

DAY 5

**Segmenting** Distribute word building boxes. Say a word with /är/; /ür/; /ör/; /ir/; /oi/; or /ü/ aloud. Have children write the spelling of each sound in the appropriate box.

## Meeting Individual Needs for Phonics

EASY	ON-LEVEL	CHALLENGE						
<p>Name _____ Date _____ Reteach 75</p> <p>/är/; /ür/; /ör/; /ir/; /oi/; /ü/</p> <p>Write in the correct letters to spell the name of each picture.</p> <p>ore    or    ur    ear</p> <p>1.     2.    st ore    b ai</p> <p>3.     4.    h ur    g ear</p> <p>4. Write a question with the answer <i>shark</i>. Draw a picture in your sentence. Ask a friend to answer your question.</p>	<p>Name _____ Date _____ Practice 75</p> <p>/är/; /ür/; /ör/; /ir/; /oi/; /ü/</p> <p>Read each clue. Then complete the puzzle.</p> <table border="1"> <tr> <td>north</td> <td>market</td> <td>noise</td> </tr> <tr> <td>dirt</td> <td>true</td> <td>room</td> </tr> </table> <p>ACROSS</p> <p>2. A loud _____</p> <p>3. Not false</p> <p>5. A place where you shop</p> <p>DOWN</p> <p>1. Plants grow in it</p> <p>2. Not south but</p> <p>4. Part of a house, like a bed</p> <p>5. Write a silly question with the answer <i>shark</i>. Draw a picture in your sentence. Ask a friend to answer your question.</p>	north	market	noise	dirt	true	room	<p>Name _____ Date _____ Extend 75</p> <p>/är/; /ür/; /ör/; /ir/; /oi/; /ü/</p> <p>Read each question. Look at the picture. Fill in the blank with the name of the picture. Circle <i>yes</i> or <i>no</i>. Answers may vary.</p> <p>1. Can a  shark walk? yes (no) I am a shark!</p> <p>2. Can a  tooth talk? yes (no) I am a tooth!</p> <p>3. Can you have  2 birthdays in one year? yes (no)</p> <p>4. If you see a kitten, do you shake with  fear? yes (no)</p> <p>5. Do you use your teeth to  chew? yes (no)</p> <p>6. Can an elephant  whirl? yes (no)</p> <p>Write a silly question with the answer <i>shark</i>. Draw a picture in your sentence. Ask a friend to answer your question.</p>
north	market	noise						
dirt	true	room						

Reteach, 75

Practice, 75

Extend, 75

PHONICS KIT  
HANDS-ON ACTIVITIES AND PRACTICE





# Build Background

## Link

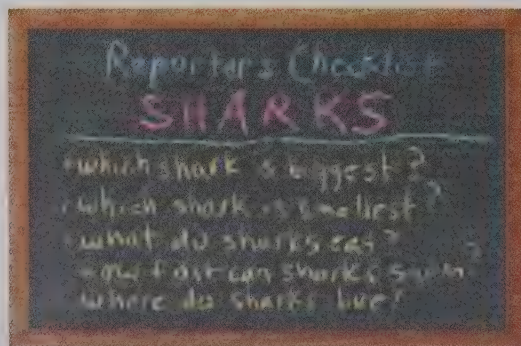
### Science

### Evaluate Prior Knowledge

**CONCEPT: SHARKS** Ask children to share any facts they know about sharks, such as where they live, what they eat, or what they look like. List these facts on the board. Use the following activities to build additional background about sharks.

### CREATE A REPORTER'S CHECKLIST

Explain to children that good reporters create lists of questions to help guide their research on a topic. With children, create a list of questions about sharks they would like to answer. ► **Linguistic**



**SHARK DIAGRAMS** Provide children with reference materials containing information on sharks. Encourage partners to draw a picture of a shark and to label its parts. You may also wish to have the children write brief paragraphs describing their pictures.



PARTNERS



WRITING

reference materials containing information on sharks.

### Develop Oral Language

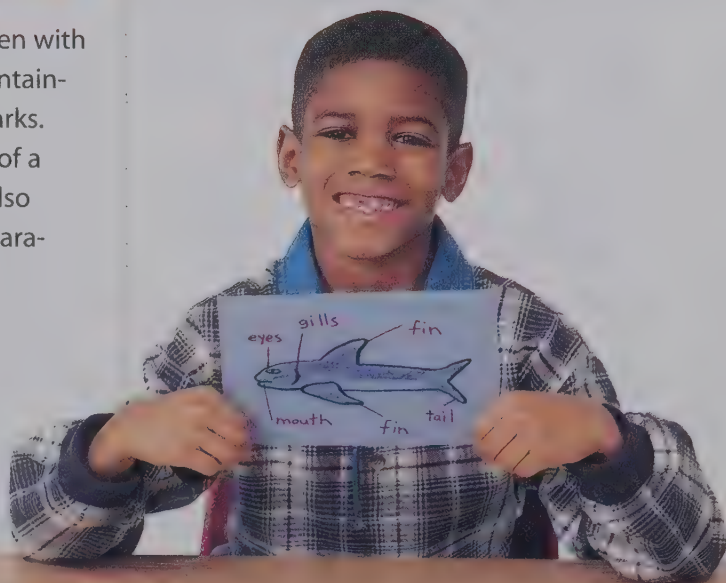
#### UNDERSTANDING SHARK BEHAVIORS

### ESL

Invite children to pretend to be sharks, and encourage them to "swim" around the classroom as sharks. Prompt children to describe (and pantomime, when possible) things that are special about sharks. Ask:

- Where do sharks live?
- How big are they?
- How do sharks move?
- What do they eat?
- How do other sea animals treat sharks?

► **Kinesthetic**



### DAILY Phonics ROUTINES

DAY 2

#### Letter Substitution

Write more on the chalkboard. Have children replace the first letter with letter cards to make new words, such as *shore*, *store*, and *bore*.

### Phonics CD-ROM

### LANGUAGE SUPPORT

Use the Language Support Book, pages 82–85 to help build background and develop understanding and recognition of the Key Vocabulary words.



# Vocabulary

## Key Words



### Save the Sharks!

1. This week in school we have been learning lessons about sharks. 2. We learned that sharks don't chew their food; instead, they swallow it whole. 3. Although people are afraid of sharks, they aren't really that scary. Sharks usually stay far away from people. 4. They are only a danger if you are not careful near them. 5. Certain species of sharks are in trouble, because they have problems with hunters. 6. The more we understand about sharks by learning about how they live, the more we can find ways to help them survive.

Teaching Chart 65

## Vocabulary in Context

### IDENTIFY VOCABULARY WORDS

Display **Teaching Chart 65** and read the passage with children. Have volunteers circle each vocabulary word and underline other words that are clues to its meaning.

**DISCUSS MEANINGS** Ask questions like these to help clarify word meanings:

- What are some lessons you have learned?
- What does it look like when you chew food? Show me.
- Can you name something you are afraid of? Why does this make you afraid?
- What are some wild animals that could be a danger to you?
- Name another animal that you have heard is in trouble and needs to be protected.
- If I decided to make up a language and use it to speak to you, would you understand what I was saying?

## Practice

**ACT IT OUT** Invite partners to choose vocabulary cards from a pile to act out. One partner pantomimes clues to the vocabulary word while the other partner guesses the word. Have children take turns pantomiming and guessing. ► **Kinesthetic/Linguistic**

lesson afraid  
danger

Word Building Manipulative Cards

**WRITE A SCENE** Invite small groups to write a dramatic scene including the vocabulary words. Have groups act their scenes for the class. Ask the audience to raise their hands when they hear a vocabulary word.

► **Kinesthetic/Linguistic**

## Definitions

**lesson** (p. 249) something to be learned, taught, or studied

**chew** (p. 249) to grind with the teeth

**afraid** (p. 247) fearful; scared

**danger** (p. 247) something that may cause harm or injury

**trouble** (p. 249) a difficult or dangerous situation

**understand** (p. 247) to get the meaning of; to learn



## SPELLING/PHONICS CONNECTIONS

See Spelling Challenge Words, pages 2530–253P.

## ON-LEVEL

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice **76**

**Vocabulary**

Choose 1 word from the box having problems. Use the word in the sentence.

trouble understand afraid danger lesson

1. The teacher passed the lesson to the students. **lesson**

2. Be careful! **danger** is all around you.

3. She was so **afraid** of the dark.

4. We were so **trouble** when we were young.

5. She was so **trouble** when she was young.

6. My **trouble** was to learn.

**Take-Home Story 76a–76b**  
**Reteach 76**  
**Practice 76 • Extend 76**



Guided Instruction

Preview and Predict

Invite children to read aloud the title and take a **picture walk** through the illustrations. Encourage children to think about why sharks should fear humans as they look at the pictures.

- What clues about the main subject do the title and photographs give?
- What might be the author’s purpose in writing this article?
- Will this be fiction or nonfiction? Why? (Non-fiction; the photographs look real.) *Genre*

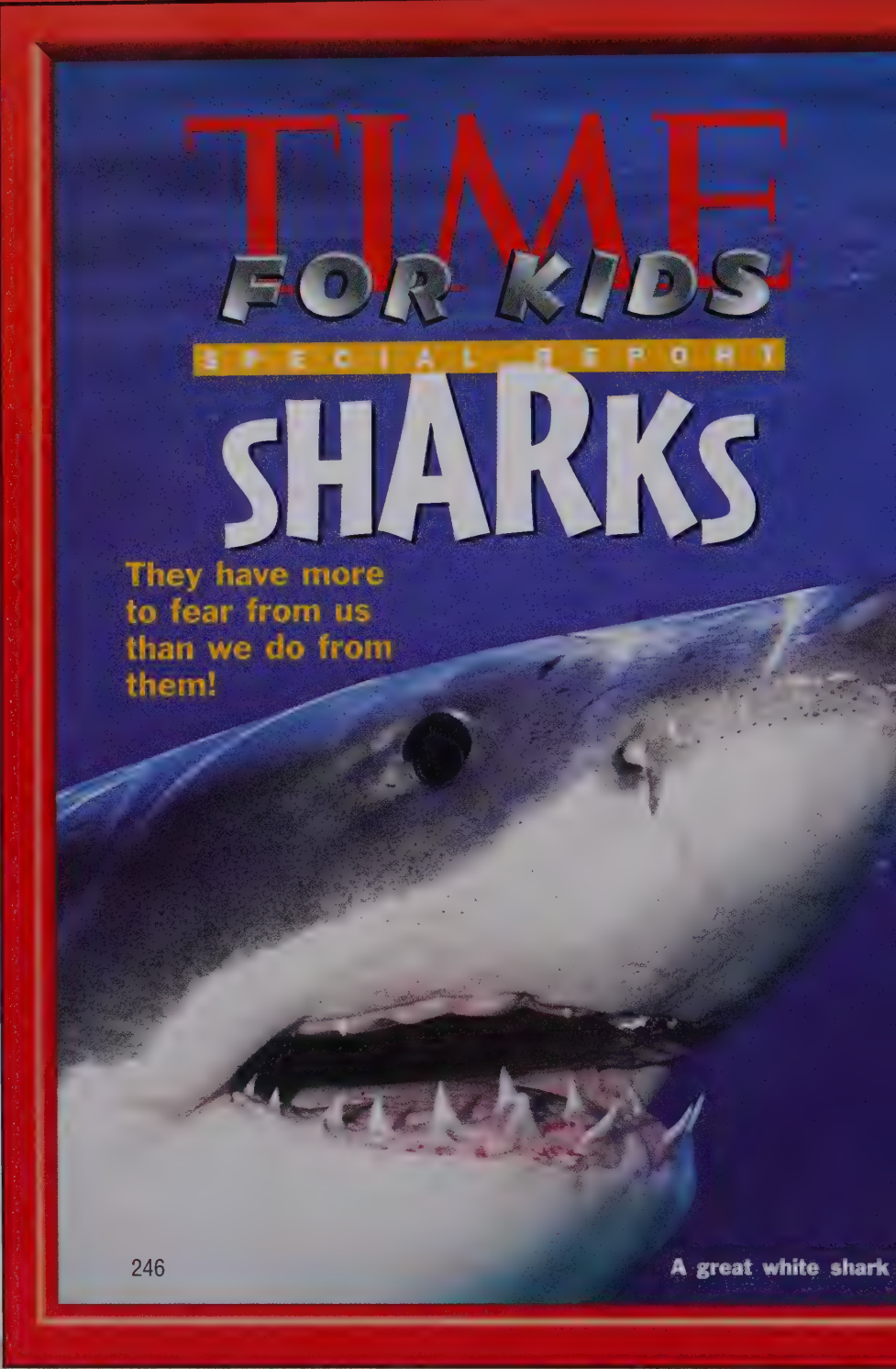
Have children record their predictions.

PREDICTIONS	WHAT HAPPENED
The article will give information on what sharks eat.	
The article will give some surprising facts about sharks.	

Set Purposes

What do children want to find out by reading the article? For example:

- Do sharks attack people?
- Are sharks in danger of dying out?



Meeting Individual Needs • Grouping Suggestions for Strategic Reading

**EASY**

**Read Together** Read the story with children or have them read along with the **Listening Library Audio-cassette**. Guided Instruction and Intervention prompts offer additional help with decoding, vocabulary, and comprehension.

**ON-LEVEL**

**Guided Reading** Preview the story words listed on page 247. You may wish to have children read the article first on their own. Then choose Guided Instruction prompts to emphasize as you read the article with children.

**CHALLENGE**

**Read Independently** Remind children that making inferences as they read, based on clues and facts in the article, will help them better understand the article as a whole. After reading, they can use their Inference charts to summarize the article.





# Under Attack!

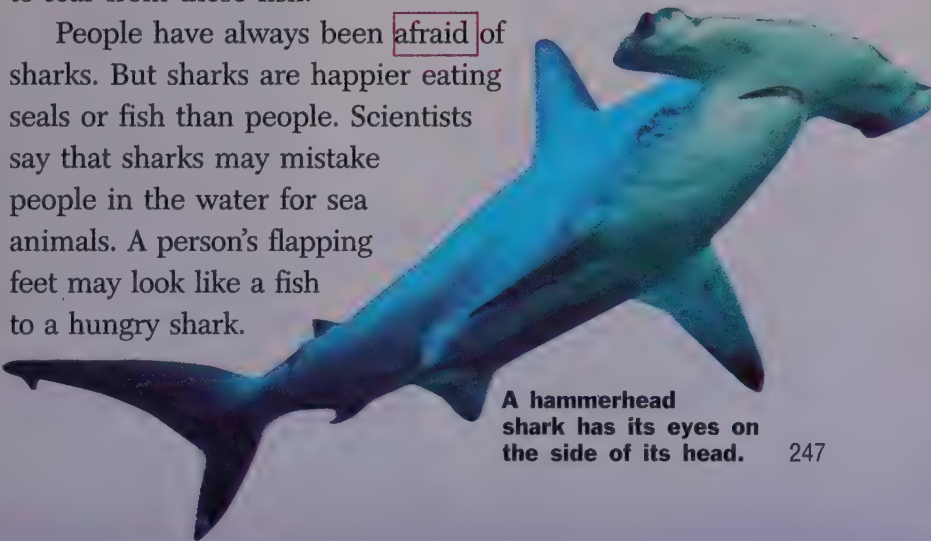
Sharks have swum the seas for millions of years. Now they are in **danger** of disappearing.

**C**arl Meyer is in a small boat near Hawaii. He is using a rope to fish. That may sound kind of funny. But he is fishing for a tiger shark. Meyer finds the shark and ropes it in. Meyer does not want to hurt the shark. He wants to look at it. Carl Meyer is a scientist. He wants to **understand** why sharks act the way they do. We have much to learn and little to fear from these fish.

People have always been **afraid** of sharks. But sharks are happier eating seals or fish than people. Scientists say that sharks may mistake people in the water for sea animals. A person's flapping feet may look like a fish to a hungry shark.

1

2



A hammerhead shark has its eyes on the side of its head. 247

## Guided Instruction

✓ **Phonics** /ou/ou, ow

✓ **Make Inferences**

**Strategic Reading** Tell children that even when an author doesn't tell all the facts directly, you can learn things from an article by making inferences. Children can make inferences based on what they already know and the clues that the author gives. Tell children they will use an Inferences chart to record reading clues from the article and the inferences children make.

**1 MAKE INFERENCES** Do you think sharks are mean animals? (**no**) Why? Which clues in the article help you to know? (Sharks eat seals and fish; they may attack people when they mistake them for fish.)

**2 Phonics** /ou/ ou, ow Find the two words with the /ou/ sound on this page. What are they? (**now, sound**) Let's blend the sounds together and read them aloud. (n ow, **now**; s ou nd, **sound**) **Blending**

## Story Words

The words below may be unfamiliar. Have children check their meanings and pronunciations in the Glossary beginning on pages G1–G2.

- seal, p. 247
- diving, p. 248
- limit, p. 249

## LANGUAGE SUPPORT

Blackline masters of the Inferences chart can be found in the **Language Support Book**.

Shark Facts	
Facts	Inferences



# Guided Instruction

**3 MAKE INFERENCES** What can you tell about how to keep sharks from dying out? (People have to stop killing them. Fishermen should use different nets that don't catch sharks.) Which clues tell you this? (People kill sharks for food and clothes. Sharks get caught in fishing nets.)

**4** How can sharks help us? (We may learn how to fight off disease as they do. They keep the food chain working.) How do you know? (Sharks can fight off sickness. They keep other sea life at the right level through hunting.) Let's add all our inferences to our charts.

READING CLUES	INFERENCES
Sharks are happier eating fish or seals; they may mistake swimmers for food.	Sharks are not mean.
People kill sharks for food and clothes.	People have to stop killing sharks or they will die out.
Sharks get caught in fishing nets.	Fishermen should use different nets.
Sharks can teach us how to make people healthier.	Sharks can fight off sickness.
Sharks keep the food chain working.	Sharks keep sea life at the right level through hunting.

**ORGANIZE INFORMATION** Invite volunteers to list some of the facts they learned by reading the article. Then have partners write a sentence to go along with each new fact learned. Have children use their facts to summarize the article. *Summarize*



Gray reef sharks swim in the Pacific Ocean.

**3** People kill 100 million sharks every year. Many people love to eat shark meat. Some people wear belts made of shark skin. Many sharks get caught in fishing nets.

What does this mean for sharks? Some kinds of sharks may die out in 10 years. That would be very bad. After all, these fish have been swimming around for 400 million years. That means sharks were around 100 million years before the dinosaurs.



Scientists can watch sharks from a diving cage. A great white shark tries to take a bite out of this one.

248

## REREADING FOR Fluency



Have children choose a favorite section of the article to read aloud to a partner. Encourage students to read with expression.

**READING RATE** You may wish to evaluate a child's reading rate. Have the child read aloud to you from *Sharks* for one minute. When the minute is up, have the child place a self-stick note

after the last word read. Then count the number of words the child has read.

Alternatively, you could assess small groups or the whole class together by having children count words and record their own scores.

A Running Record form provided in **Diagnostic/Placement Evaluation** will help you evaluate reading rate(s).



Sharks can help people in many ways. We can learn lessons from them.

A shark's body can fight off sickness better than a person's body. So sharks may teach us about fighting sicknesses in people.

Sharks keep other kinds of sea life at the right level by hunting them. If sharks were to die out, the food chain would be in trouble.

Many people are working to cut down on shark hunting. The U.S. and some other countries have put limits on shark catches. And scientists have put some kinds of sharks on a list of animals in danger.

As one shark scientist says, "Sharks are here for a reason, not to attack men, women, and children."

**FIND OUT MORE**

Visit our website:  
[www.mhschool.com/reading](http://www.mhschool.com/reading)

**interNET**  
CONNECTION

Based on an article in *TIME FOR KIDS*.

249



## DID YOU KNOW?

### SUPER SHARK FACTS

- ◆ Sharks can swim for miles in a straight line.
- ◆ Sharks don't always chew their food. License plates, cups, and entire animals have been found inside them.
- ◆ The biggest shark is 50 feet long. The smallest is 5 inches long.
- ◆ When a shark loses a tooth, a new one moves up to take its place.
- ◆ Sharks have no bones. Their bodies are made of cartilage, like our noses.

# Guided Instruction

## Return to Predictions and Purposes

Review with children their predictions and reasons for reading the article. Were their predictions correct? Did they find out what they wanted to know?

## INFORMAL ASSESSMENT

### HOW TO ASSESS

**Phonics** /ou/ou, ow Have children locate and read a word with the /ou/ sound spelled ou or ow on pages 248–249. (out, around, down, found)

**MAKE INFERENCES** Ask children to make an inference about whether sharks will die out or not.

### FOLLOW UP

**Phonics** /ou/ou, ow Continue to model the blending of sounds in words with /ou/ ou, ow for children who are having difficulty.

**MAKE INFERENCES** If children have trouble making inferences, ask them to think about who has more to fear from the other, sharks or humans. Then help them find the clues that help them know.

## LITERARY RESPONSE

**QUICK-WRITE** Invite children to use their journals to record thoughts on the article, including their opinion on whether or not we should protect sharks.

**ORAL RESPONSE** Have children share their journal writings and discuss some ways we can help save sharks.

**RESEARCH AND INQUIRY** Have partners choose a shark to research the following facts: name, life span, average size. Make a Fact Wall of their findings: name, life span, average size.

**interNET CONNECTION** For more information or activities on sharks, go to [www.mhschool.com/reading](http://www.mhschool.com/reading).



# Story Questions

Have children discuss or write answers to the questions on page 250.

## Answers:

1. People kill 100 million sharks every year.  
*Literal/Main Idea and Supporting Details*
2. Sharks are killed for food, for their skins, and by fishing nets. *Inferential/Main Idea and Supporting Details*
3. Sharks eat other fish, which keeps sea life at the right level. *Inferential/Make Inferences*
4. The main idea: sharks are more in danger from people than people are from sharks.  
*Critical/Summarize*
5. Answers will vary. *Critical/Reading Across Texts*

**Write a Letter** For a full writing process lesson related to this writing suggestion, see the lesson on Persuasive Writing on pages 253M–253N.

## Meeting Individual Needs

EASY	ON-LEVEL	CHALLENGE
<p>Name _____ Date _____ Reteach <b>77</b></p> <p><b>Story Comprehension</b></p> <p>Circle the correct word under each statement.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p><b>AGE</b></p> <p>Sharks came _____ dinosaurs before/after</p> </div> <div style="text-align: center;"> <p><b>EATING</b></p> <p>Sharks would prefer to eat _____ humans/ seals</p> </div> </div> <div style="text-align: center;"> <p><b>SHARKS</b></p> </div> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p><b>CONDITION</b></p> <p>Sharks have _____ bones. many/ no</p> </div> <div style="text-align: center;"> <p><b>HUNTING</b></p> <p>Governments are working to have _____ shark hunting. more/ less</p> </div> </div> <p><small>5. © Houghton Mifflin Harcourt Publishing Company. All rights reserved. This material is intended for classroom use only.</small></p>	<p>Name _____ Date _____ Practice <b>77</b></p> <p><b>Story Comprehension</b></p> <p>Read these sentences about "Sharks." Write <b>Yes</b> beside each fact in the story. Write <b>No</b> if the sentence does not tell a fact from the story.</p> <p>Is it a fact from the story?</p> <p><u>Yes</u> 1. Scientists study sharks.</p> <p><u>Yes</u> 2. Learning about sharks might help people fight off sickness.</p> <p><u>No</u> 3. Movies are sometimes made about dolphins.</p> <p><u>Yes</u> 4. Sharks help balance the number of animals in the sea, and this helps our food supply.</p> <p><u>No</u> 5. Sharks die when they lose their teeth.</p> <p>Read the two sentences below. Decide which is a correct sentence about the story. Draw a line under the sentence.</p> <p>Sharks can be very useful to people.</p> <p>I am afraid of sharks.</p> <p><small>5. © Houghton Mifflin Harcourt Publishing Company. All rights reserved. This material is intended for classroom use only.</small></p>	<p>Name _____ Date _____ Extend <b>77</b></p> <p><b>Story Comprehension</b></p> <p>Create a poster about sharks. Write a sentence on your poster. Use a fact from the story.</p> <div style="border: 1px solid black; height: 150px; width: 100%;"></div> <p><small>5. © Houghton Mifflin Harcourt Publishing Company. All rights reserved. This material is intended for classroom use only.</small></p>

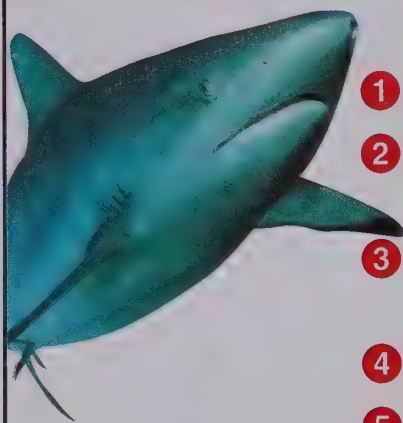
Reteach, 77

Practice, 77

Extend, 77

# Story Questions & Activities

READ TOGETHER



- 1 How many sharks do people kill every year?
- 2 What are some of the reasons that sharks are killed by people?
- 3 If sharks died out, why might the food chain be in trouble?
- 4 What is the main idea of this selection?
- 5 Antonio helps the calf in "Roundup at Rio Ranch." How can people help save sharks?

## Write a Letter

Some kinds of sharks are in danger of dying out. Can you name another animal that is in danger? Write a letter to your school or town newspaper about it. Give three reasons why it should be saved.





## Make a Poster

Some kinds of sharks may die out in ten years. Make a poster telling why it is important to save the sharks and what people can do to help.

SOS!  
Save Our Sharks

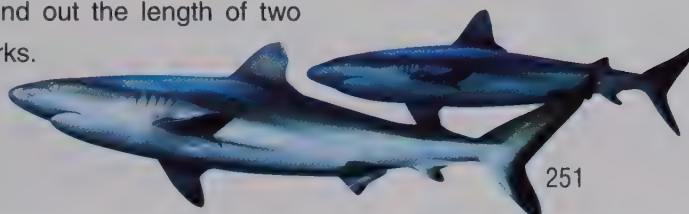
Don't buy  
sharkskin belts

## Compare the Oldest Animals

Sharks and dinosaurs are very different animals, but they were both on Earth millions of years ago. What else do sharks and dinosaurs have in common? Make a chart that shows facts about each.

## Find Out More

The basking shark can be 50 feet long. The dwarf shark is five inches long. There are many different types of sharks. Find out the length of two other kinds of sharks.



251

### DAILY Phonics ROUTINES

DAY  
3

**Fluency** Write a list of words with /är/; /ûr/; /ôr/; /îr/; /oi/; /ü/. Point to each word, asking children to blend the sounds silently. Ask a volunteer to read each word.

Phonics CD-ROM

## Story Activities

### Make a Poster

**Materials:** poster board, pencil, crayons or markers



Invite children to create posters including information on how and why sharks can be saved from dying out. Display their posters in the classroom.

### Compare the Oldest Animals

**Materials:** paper, pencils or pens



Invite partners to create charts comparing and contrasting sharks and dinosaurs. Provide reference materials that one child can use to research sharks while the other child researches dinosaurs. When finished, have children present their charts.

### Find Out More

**RESEARCH AND INQUIRY** Encourage children to use books, an encyclopedia, or the Internet to find out the lengths and weights of several sharks. List all the sharks researched, from shortest to longest.



Go to [www.mhschool.com/reading](http://www.mhschool.com/reading) for more information about sharks.

### FORMAL ASSESSMENT

After page 251, see Selection Assessment.



# Study Skills

## GRAPHIC AIDS



### OBJECTIVES

Children will:

- identify the vertical and horizontal axes.
- use a bar graph to analyze data.

**PREPARE** Point out that each vertical bar on a bar graph usually represents an amount of something at a particular time. The height of the bars is determined by how high or low that amount is.

**TEACH** Display **Teaching Chart 66**. Review with children how to read a bar graph. Have a child point to the title of the graph and identify what this bar graph measures. (*number of whales seen each year*) Help children identify what the axes measure.

**PRACTICE** Have children answer questions 1–4. Review the answers with them. **1. 7 2. 9 3. 1995 4.** Less. Since 1995 the number of whale sightings has decreased.

**ASSESS/CLOSE** Have children work in groups to create bar graphs showing the kinds and number of pets they own.

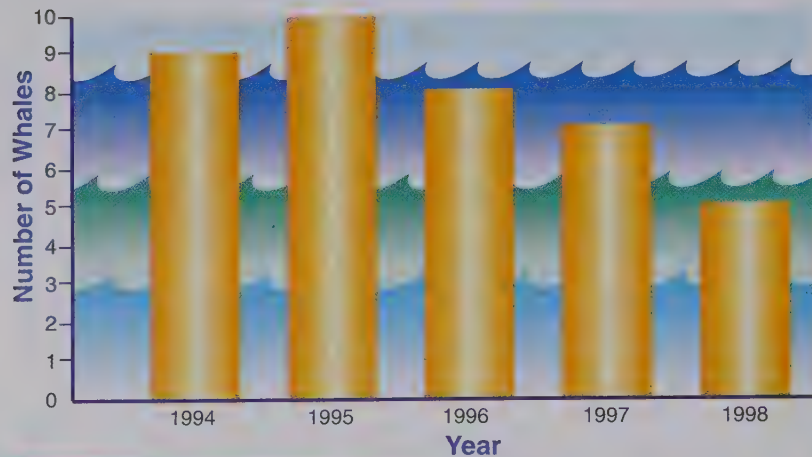
## Meeting Individual Needs

# STUDY SKILLS

READ TOGETHER

## Use a Bar Graph

Whales Seen  
Montauk Whale Watch Association



Use the graph to answer these questions.

- 1 How many whales were seen in 1997?
- 2 How many whales were seen in 1994?
- 3 In which year did the Montauk Whale Watch Association see the greatest number of whales?
- 4 What if 1999 were shown on the graph? Do you think the bar would be higher or lower than the bar for 1998? Why do you think so?

### EASY

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach 78

#### Use a Bar Graph

A bar graph uses broad bars to represent numbers. The length of these bars helps the user to compare the numbers.

This bar graph shows the amount of fish caught by different countries. Use the numbers from the side of the chart to determine the amount of fish caught by each country.

Amount of Fish Caught Last Year by Different Countries



Use this graph's information to answer these questions.

- 1 What are you given knowing? *amount of fish caught in one year by different countries*
- 2 Which country caught the most fish? *China*
- 3 What was the smallest amount of fish caught by one country? *4.3*
- 4 Look the United States caught more fish? *Japan*

78

### ON-LEVEL

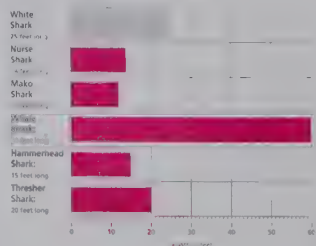
Name \_\_\_\_\_ Date \_\_\_\_\_ Practice 78

#### Use a Bar Graph

The graph below will show you the sizes of different types of sharks. Your job is to draw the bars.

Complete the graph. The types of sharks are listed with their size in feet. The length of each bar depends on the size of the shark. The first one is done for you.

Different Lengths of Sharks



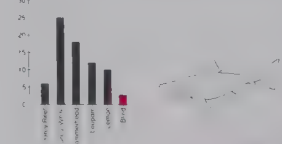
78

### CHALLENGE

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend 78

#### Use a Bar Graph

Use the graph to answer the questions about sharks.



- 1 Which shark is the longest? *Great White*
- 2 A Blind shark is 3 feet long. Fill in the graph for the Blind shark *bar for Blind shark filled in to 3 feet*
- 3 Which shark is the shortest? *Blind*
- 4 How many feet longer is the Lemon shark than the Grey Reef shark? *4 feet*
- 5 Which shark is 6 feet longer than what other shark? *The Hammerhead is 6 feet longer than the Leopard shark.*

78



# TEST POWER

How do you think the character feels at the beginning, middle, and end of the story?



## DIRECTIONS:

Read the story. Then read each question about the story.

## SAMPLE

### Who Took Davey's Baseball Glove?

"Where did my baseball glove go?" Davey wondered. Tomorrow was the big game. He needed his glove to play. Davey looked under the bed. He looked in the closet. He couldn't find his glove anywhere.

Davey asked his dad for help. "Let me look in the garage," his dad said. But the glove wasn't there.

Davey's mom helped to look, too. She even looked in the kitchen. She couldn't find it either.

Just then, Davey's dog

Fluffy came into the house. His nose was covered with dirt. Davey went outside and found his glove buried in the garden.

- 1 How does Davey feel when he can't find his glove?
  - ☐ Happy
  - ☒ Worried
  - ☐ Silly
- 2 How does Davey know where to find his glove?
  - ☐ His father tells him where to look.
  - ☒ His dog gives him a clue.
  - ☐ His mother says she saw it in the kitchen.

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## Test Power

THE PRINCETON REVIEW

## Read the Page

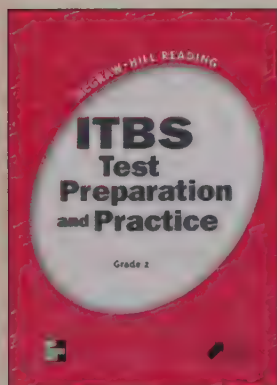
Explain to children that you will be reading this story as a group. You will read the story, and they will follow along in their books.

Request that children put pens, pencils, and markers away, since they will not be writing in their books.

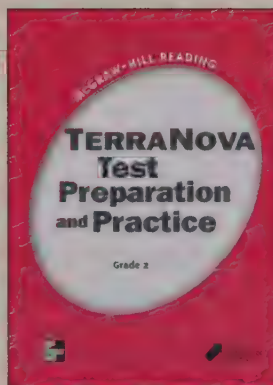
## Discuss the Questions

**QUESTION 1:** Remind children to look for clues about Davey's feelings in the story. In the first four lines of the story, Davey looks everywhere for his glove. The most reasonable inference is that he is worried.

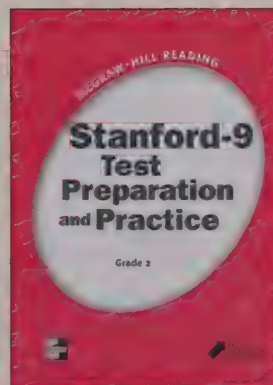
**QUESTION 2:** Since Davey finds his glove on the last line of the story, children should look for the answer in the preceding lines, where his dog comes in covered with dirt.



ITBS/TEST PREPARATION



TERRANOVA/TEST PREPARATION



SAT 9/TEST PREPARATION





EASY  
DECODABLE



- Variant vowel /ü/ oo, ue, ew
- Diphthongs: /ou/ ow, ou; /oi/ oi, oy
- r-controlled variant vowels: /âr/ are; /ôr/ or, ore; /îr/ ear; /är/ ar; /ûr/ ir, ur, er

### Comprehension

- Problem and Solution
- Make Inferences

Answers will vary. Have children cite examples from the story to support their answers.

EASY

### Story Questions for Selected Reading

1. How did the characters learn to see things in new ways?
2. Would you have solved the problem in the same way the characters in the story did?
3. What was your favorite illustration? Why?
4. If you could be a character in the story, who would you be? Why?
5. If you could change something about the story, what would it be?

### Draw a Picture

Draw a picture of one scene from the book.

# Self-Selected Reading Leveled Books

EASY

## UNIT SKILLS REVIEW



### Comprehension

Help students self-select an Easy Book to read and apply phonics and comprehension skills.



## Guided Reading

**PREVIEW AND PREDICT** Take a **picture walk** through the the beginning of the book. Have children predict what the story will be about. List their ideas.

**SET PURPOSES** Have children write why they want to read the book. Have them share their purposes.


**READ THE BOOK** Use items like the following to guide children's reading or after they have read the story independently.

- Have children search for words that use letters oo, ue, and ew to make the variant vowel /ü/ sound. *Phonics and Decoding*
- What is the main problem in this story. How is it solved? *Problem and Solution*
- Ask children if the main character learned anything new by the end of the story. What was it? What did the other characters learn? *Make Inferences*

**RETURN TO PREDICTIONS AND PURPOSES** Discuss children's predictions. Ask which were close to the book contents and why. Have children review their purposes for reading. Did they find out what they wanted to know?

**LITERARY RESPONSE** Have children discuss questions like the following:

- What part of the book was the most interesting? Why?
- If you could change the ending of the story, how would you change it?
- Which character was your favorite? Why?

See the  **Phonics CD-ROM** for practice with variant vowel /ü/; diphthongs /ou/, /oi/; r-controlled variant vowels: /âr/, /ôr/, /îr/, /ûr/, /är/.



# Self-Selected Reading Leveled Books

## INDEPENDENT

### UNIT SKILLS REVIEW



### Comprehension

Help students self-select an Independent Book to read and apply phonics and comprehension skills.



## Guided Reading

**PREVIEW AND PREDICT** Discuss the illustrations in the beginning of the book. As you take the **picture walk**, have children predict what the story will be about. List their ideas. If the book has chapter headings, ask children to use the headings to predict what will happen.

**SET PURPOSES** Have children write or draw why they want to read the book. Have them share their purposes.

**READ THE BOOK** Use items like the following to guide children's reading or to ask after they have read the book independently.

- Have children search for words that use the /ou/ and /oi/ sound. Ask them to make a list of additional words with those sounds. *Phonics and Decoding*
- Ask children to identify the problem in the book and explain how they would have solved it. *Problem and Solution*
- How would these characters behave if this story took place somewhere else? Why? *Make Inferences*

- How did friends or family members help this main character? *Problem and Solution*

**RETURN TO PREDICTIONS AND PURPOSES** Have children review their predictions. Children can talk about whether their purposes were met, and if they have any questions the story left unanswered.

**LITERARY RESPONSE** The following questions will help focus children's responses:

- What kinds of relationships with one another do you think the characters in the book had?
- What other books or stories have you read where the characters behaved in similar ways?
- If you were the writer of the story, what would you have done differently? Why?

See the **Phonics CD-ROM** for practice with variant vowel /ü/; diphthongs /ou/, /oi/; r-controlled variant vowels: /âr/, /ôr/, /îr/, /ûr/, and /är/.



## INDEPENDENT



- Variant vowel /ü/ oo, ue, ew
- Diphthongs: /ou/ ow, ou; /oi/ oi, oy
- r-controlled variant vowels: /âr/ are; /ôr/ or, ore; /îr/ ear; /är/ ar; /ûr/ ir, ur, er

### Comprehension

- Problem and Solution
- Make Inferences

Answers will vary. Have children cite examples from the story to support their answers.

## INDEPENDENT

### Story Questions for Selected Reading

1. What problem did the main character in the story have? How was the problem solved?
2. What kinds of decisions did the children in the story have to make?
3. Which story character would you like to have as a friend? Why?
4. What was your favorite part of the story? Why?
5. Which illustrations did you like best?

### Write a Sequel

Write a sequel to this story. What happens next?





- Variant vowel /ü/ oo, ue, ew
- Diphthongs: /ou/ ow, ou; /oi/ oi, oy
- r-controlled variant vowels: /är/ are; /ör/ or, ore; /ir/ ear; /är/ ar; /ür/ ir, ur, er

### ✓ Phonics Comprehension

- Problem and Solution
- Make Inferences

Answers will vary. Have children cite examples from the story to support their answers.

### CHALLENGE

#### Story Questions for Selected Reading

1. Which character in the story did you like the most. Why?
2. What problem did the main character or characters face?
3. What questions would you ask the author?
4. How did you feel about the way the story ended? What, if anything, would you change about the ending?
5. What did you learn from the story?

#### Rewrite the Story

Retell this story from another character's point of view.

# Self-Selected Reading Leveled Books

## CHALLENGE

### UNIT SKILLS REVIEW



### ✓ Comprehension

Help students self-select a Challenge Book to read and apply phonics and comprehension skills.



## Guided Reading

**PREVIEW AND PREDICT** Discuss the illustrations in the beginning of the book. As you take the **picture walk**, have children predict what the story will be about. List their ideas.

**SET PURPOSES** Have children write why they want to read the book. Ask them to share their purposes for reading.

**READ THE BOOK** Use items like the following to guide children's reading or to ask after they have read the story independently.

- Ask children to search for words that use the r-controlled variants /är/, /ör/, /ir/, /ür/. Have them make a list of other words they know with those sounds.  
*Phonics and Decoding*
- What was the problem in this story? How was it resolved? *Problem and Solution*
- How might the characters in the story have behaved or felt differently if the story was set in another time period?  
*Make Inferences*

- Did the characters in this story help each other? How? *Problem and Solution*
- What changed about the main character from the beginning to the end of the book? Did the character learn something? *Make Inferences*

### RETURN TO PREDICTIONS AND PURPOSES

Discuss children's predictions. Ask which were close to the story and why. Have children review their purposes for reading. Did they find out what they wanted to know?

**LITERARY RESPONSE** Have children discuss questions like the following:

- What was it about the story that made it interesting to the reader?
- What would be another good title for the book?
- Was there anything that surprised you about this story? What?

See the **CD-ROM** for practice with variant vowel /ü/; diphthongs /ou/, /oi/; r-controlled variant vowels: /är/, /ör/, /ir/, /ür/, /ä/, /ä/.



# Activities

## Anthology and Leveled Books

### Connecting Texts

#### "HELPING HANDS" WEB

Draw an outline of a giant hand on the chalkboard. Have children choose four stories from the unit and write the titles around the center of the web. Help children list the ways that characters helped others or worked for a cause. Write Helping Hands in the middle of the web.

Sharks  
Sharks help to keep  
ocean life in balance.

The Well-Used Coat  
Anna helped make the coat  
last for the entire family.

Helping Hands

Walking the Dog  
Stew helped out Sam and  
June when they couldn't  
walk their dogs.

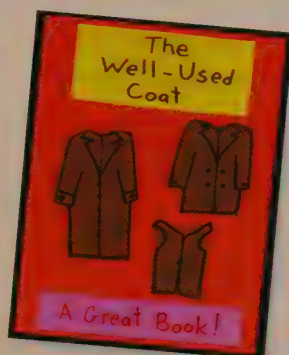
The More the  
Merrier  
Danisha's family all  
helped move the furniture  
out of the living room.

### Viewing/Representing

**GROUP PRESENTATIONS** Divide the class into groups in which children have all read some of the same titles. Have each group choose one title, then design and create a poster that advertises the book. Have groups show their completed posters to the class.

#### AUDIENCE RESPONSE

Ask viewers to describe what they liked most about the posters. Would they be interested in the books if they saw the posters in the library window?



### Research and Inquiry

**INVESTIGATE** Have children choose a topic to investigate in detail. Invite them to:

- think carefully about the things they want to know about a topic and make a list of their questions.
- talk to teachers and librarians for assistance in finding the best way to research their topics.
- take careful notes as they gather information about their topics.
- keep their information in a separate notebook, headed with the topic title.



Have children log on to [www.mhschool.com/reading](http://www.mhschool.com/reading) for links to Web pages.



**TESTED OBJECTIVES**

Children will make inferences based on a series of story clues.

**MATERIALS**

- Teaching Chart 67

**TEACHING TIP**

**INSTRUCTIONAL** Remind children that not every inference they make will be correct. They should always test their inferences against evidence that appears later in a story.

**ALTERNATE TEACHING STRATEGY**

**MAKE INFERENCES**

For a different approach to teaching this skill, see page T69.

# Review **Make Inferences**

**PREPARE**

**Review the Concept**

Read the following aloud, and then ask children to make an inference using the information you have given: *I am going to wear a raincoat today. I will also bring my umbrella. (I think it is going to rain today.)*

**TEACH**

**Make Inferences and Explain Clues**

Remind children that writers don't usually tell a reader every fact. The reader must make inferences or guesses, based on the facts that are there. Display **Teaching Chart 67**. Read the story aloud.



**Willie and the Shark**

Willie waded into the water. Then a big wave knocked him over, and he began to swim. Suddenly he saw a fin bobbing beside him. (Willie's heart began to beat faster) and (he swam quickly) to shore. When he reached the sand again, he looked down. There at his feet was a plastic toy in the shape of a shark. (Whew," he said, "that was really a close one.")

**Teaching Chart 67**

**MODEL** Though it doesn't say so, from what I have read I can tell that the story takes place at a beach. In the first sentence, Willie waded into the water. The next sentence says that a big wave knocked him over. A pool does not have waves; only a big lake or ocean does.

Invite children to underline clues they can use to make inferences about the setting of the story. Have them circle clues they can use to make inferences about how Willie felt during his experience.



## PRACTICE

### Practice Using Clues to Make Inferences



Then have children work in small groups to answer the following questions about the story. Invite each group to explain how they reached each conclusion.

- What does Willie think the fin bobbing next to him is? How do you know this?
- What was the fin that Willie saw? How do you know this?

► **Linguistic/Logical**

## ASSESS/CLOSE

### Write a Story Containing Clues

Have children write a story of their choosing. Tell them not to tell the reader the setting, but to give clues that suggest it. When they have finished their stories, have them switch with a partner. Recipients should use the facts given to make inferences about where the story takes place.

## DAILY Phonics ROUTINES

DAY 4

**Writing** Have partners write a nonsense story together, using words with /är/; /ür/; /ôr/; /ir/; /oi/; /ü/. Each child can take turns writing a sentence until the story is complete.



## SELF-SELECTED Reading

Children may choose from the following titles.

- All twelve titles in unit.

## Meeting Individual Needs for Comprehension

### EASY

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach 79

#### Make Inferences

When you read, you figure out things that the words don't tell you. This is called **making inferences**.

Use a word from the boxes to answer each riddle.

needle rainbow ice cube lawn mower umbrella chair

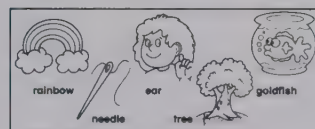
- I roar and roll.  
I eat your grass.  
What kind of machine am I?  
**lawn mower**
- I have an eye.  
But I can't see.  
What kind of sewing tool am I?  
**needle**
- I go up when the rain goes down.  
What kind of rain gear am I?  
**umbrella**
- I often have two arms and four legs.  
You sit on me.  
What am I?  
**chair**
- I get smaller as I get warm.  
What am I?  
**ice cube**
- You might see me in the sky.  
I have many colors.  
What kind of bow am I?  
**rainbow**

### ON-LEVEL

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice 79

#### Make Inferences

Read the riddles. Think about the clues and then write the answers. Use the words in the box.



- I have a drum, but it is not for tapping.  
I am an **ear**.
- I have an eye, but I cannot see.  
I am a **needle**.
- I have a bark, but I cannot bite.  
I am a **tree**.
- I am a kind of bow that cannot be tied.  
I am a **rainbow**.
- I am covered in gold, but I am not worth a lot of money.  
I am a **goldfish**.

### CHALLENGE

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend 79

#### Make Inferences

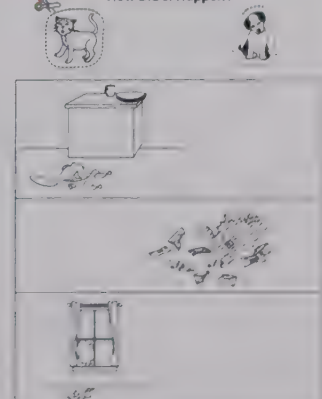
Save Our Endangered Species!

Draw a picture of an animal you read about in the article. Write a sentence describing the animal you drew. Then, write a few sentences explaining why that animal is in danger.

### LANGUAGE SUPPORT

Name \_\_\_\_\_ Date \_\_\_\_\_

#### How Did It Happen?





**TESTED OBJECTIVES**

Children will recognize and identify problems and their solutions.

**MATERIALS**

- Teaching Chart 68

**TEACHING TIP**
**INSTRUCTIONAL**

Encourage children to consider how they would feel if they were in the characters' places. This may help them to better understand the problems they face and possible solutions. Ask children what they would do if they misplaced a book or became lost on a school trip.

# Review Problem and Solution

**PREPARE**
**Review the Concept**

Say the following: Today I told someone that I would meet her for lunch, but I found out that I have a meeting scheduled. What should I do? Elicit suggestions from students on how to solve the problem, and write each on the board. Then ask: What is my problem? (*scheduled to be in two places at once*) What do you call the suggestions you've given to help me solve the problem? (*solutions*)

**TEACH**
**Recognizing Problems and Solutions**

Display **Teaching Chart 68**. Read the first selection aloud. Ask children to identify the problem and the solution.


**Two Problems**

1) Sally's report on sharks was due in class the next day. She took out her paper and pencil. But when she looked for her science book, she couldn't find it. Worried, she looked in her backpack, but all she found was a class phone list.

2) Paul visited the aquarium with his class. He spotted a tank of sharks. He stopped to watch them. When he stepped away from the tank, his classmates were gone. The only people nearby were a woman who worked at the aquarium and a police officer.

Teaching Chart 68

**MODEL** In the first selection, I can see that Sally's problem is that she needs her lost book in order to complete her report. I also read that while looking for the book, Sally found a list of her classmates' phone numbers. I think the solution to her problem is to call a classmate and ask if she can borrow the book.



## PRACTICE

### Identify Problems and Solutions



Have children identify the problem presented in selection number 2 on the **Teaching Chart** and write it on the chalkboard. Write the following solutions on the chalkboard. Have children choose the solution they think Paul should use to solve his problem, based on the information in the story. (2)

1. shout out his teacher's name
2. tell the aquarium worker and police officer he has been separated from his class
3. stay where he is and wait for the class to find him

► **Linguistic/Logical**

## ASSESS/CLOSE

### Verify Solutions

To ensure that children understand the concepts of problem and solution, observe them as they complete the Practice activity. If they fail to choose the correct solution, point out the information in the story that supports choice number 2.

## DAILY **Phonics** ROUTINES

DAY  
5

**Segmenting** Distribute letter boxes. Say a word with /är/; /ür/; /ör/; /ir/; /oi/; or /ü/ aloud. Have children write the spelling of each sound in the appropriate box.



## ALTERNATE TEACHING STRATEGY

### PROBLEM AND SOLUTION

For a different approach to teaching this skill, see page T66.

## Meeting Individual Needs for Comprehension

EASY	ON-LEVEL	CHALLENGE	LANGUAGE SUPPORT																				
<p>Name _____ Date _____ Reteach <b>80</b></p> <p><b>Problem and Solution</b></p> <p>A <b>problem</b> is the difficulty that a character in a story faces. The <b>solution</b> is how that character solves the problem.</p> <p>Think about "Sharks." Read the sentences below that tell of problems. Then draw a line from each problem to its solution.</p> <table border="0"> <tr> <th>Problems</th> <th>Solutions</th> </tr> <tr> <td>1. The scientist needs to learn about sharks.</td> <td>Governments are cutting down on shark hunting.</td> </tr> <tr> <td>2. If sharks die out, that would be trouble.</td> <td>We can learn from sharks how to fight off sickness.</td> </tr> <tr> <td>3. Divers can be in great danger when studying sharks.</td> <td>The scientist catches sharks to study them.</td> </tr> <tr> <td>4. People want to learn how to be healthy.</td> <td>Divers can work in a cage.</td> </tr> </table>	Problems	Solutions	1. The scientist needs to learn about sharks.	Governments are cutting down on shark hunting.	2. If sharks die out, that would be trouble.	We can learn from sharks how to fight off sickness.	3. Divers can be in great danger when studying sharks.	The scientist catches sharks to study them.	4. People want to learn how to be healthy.	Divers can work in a cage.	<p>Name _____ Date _____ Practice <b>80</b></p> <p><b>Problem and Solution</b></p> <p>Read the problems from "Sharks." Then write the solution for each problem.</p> <table border="0"> <tr> <th>Problems</th> <th>Solutions</th> </tr> <tr> <td>1. A shark loses a tooth.</td> <td>A new tooth moves up to take its place.</td> </tr> <tr> <td>2. Carl Meyer wants to learn about the tiger shark.</td> <td>He catches it with a rope to study it.</td> </tr> <tr> <td>3. Sharks are in danger of disappearing.</td> <td>Governments are trying to cut down on shark hunting.</td> </tr> <tr> <td>4. People who do not know about sharks fear them.</td> <td>If we learn about sharks, we will fear them less.</td> </tr> </table>	Problems	Solutions	1. A shark loses a tooth.	A new tooth moves up to take its place.	2. Carl Meyer wants to learn about the tiger shark.	He catches it with a rope to study it.	3. Sharks are in danger of disappearing.	Governments are trying to cut down on shark hunting.	4. People who do not know about sharks fear them.	If we learn about sharks, we will fear them less.	<p>Name _____ Date _____ Extend <b>80</b></p> <p><b>Problem and Solution</b></p> <p>Read the passage. Then write a solution to the problem.</p> <p>John was on his way home from school. Suddenly he heard a loud barking sound. He looked around for a few minutes. Finally he spotted a big dog tangled up in the bushes.</p> <p>Solution 1 Answers will vary.</p> <p>Now write a different solution to the problem.</p> <p>Solution 2 Answers will vary.</p>	<p>Name _____ Date _____</p> <p><b>What Can They Do?</b></p>
Problems	Solutions																						
1. The scientist needs to learn about sharks.	Governments are cutting down on shark hunting.																						
2. If sharks die out, that would be trouble.	We can learn from sharks how to fight off sickness.																						
3. Divers can be in great danger when studying sharks.	The scientist catches sharks to study them.																						
4. People want to learn how to be healthy.	Divers can work in a cage.																						
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4. People who do not know about sharks fear them.	If we learn about sharks, we will fear them less.																						

Reteach, 80

Practice, 80

Extend, 80

Language Support, 88



**TESTED OBJECTIVES**

Children will recognize, read, and understand compound words.

**MATERIALS**

- Teaching Chart 69
- index cards

**LANGUAGE SUPPORT**

**ESL** If children have trouble understanding the concept of compound words, have partners act as "words" to create compounds. For example, one child will be "after" and the other "noon." First have children orally define each word alone, then have the two students stand together to form *afternoon*.

# Review Compound Words

**PREPARE**

**Which Ones Are Not?**

Remind children that a compound word is a word made up of two smaller words. Explain that for a word to be a compound, it must be made of two or more words that can stand alone. If only one part of the word can stand alone, then it is not a compound word. Write on the board the following list of words, inviting children to cross out the words that are not compound words: *airplane*, *midnight*, ~~*careful*~~, *afternoon*, ~~*children*~~.

**TEACH**

**Identify Compound Words**

Display **Teaching Chart 69** and point to the word *birthday*.



1. On my birthday I went to the movies. I saw a film about a hammerhead shark.
2. It was dark in the movies. When I stepped outside, the sunlight made me blink my eyes.
3. On the way home I found a dime on the sidewalk. I put it in the piggy bank I keep in my bedroom.

Teaching Chart 69

**MODEL** I know that *birth* and *day* are words on their own, so *birthday* is a compound word. The meanings of the two smaller words give me the meaning of the compound word. *Birth* is when you are born, so *birthday* means the day you were born.

Have volunteers circle the base words of the compound words on the **Teaching Chart**.



## PRACTICE

### Create Compound Words



PARTNERS

Have partners write the following words on blank index cards: *rain, coat, mail, box, down, stairs, bed, room, tooth, paste, side, walk*. Invite children to mix up the cards and, working together, create compound words from the words written on the cards.

► **Linguistic/Interpersonal**

## ASSESS/CLOSE

### Write Sentences with Compound Words

Have children write a sentence for each compound word they formed in the Practice activity. If they would like, they may come up with other compound words, and write sentences with those as well. Encourage them to check each compound word they come up with, using the base-words rule.



## ALTERNATE TEACHING STRATEGY

### COMPOUND WORDS

For a different approach to teaching this skill, see page T71.

## Meeting Individual Needs for Vocabulary

### EASY

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach **81**

#### Compound Words

Two small words make up a **compound word**.  
**some + times = sometimes**  
**Sometimes**, sharks think a swimmer is a sea animal.

Read the sentences below. Choose a meaning for each underlined word. Fill in the circle next to the correct answer.

- The hammerhead shark has eyes on the side of its wide head.
  - Ⓐ a wide head
  - Ⓑ a head like a hammer
  - Ⓒ a head like a shark
- Maria and Josh put the dirty dishes in a dishpan.
  - Ⓐ dirty dishes
  - Ⓑ a pan for dishes
  - Ⓒ a pan for food
- The airplane landed on time today.
  - Ⓐ plane for the air
  - Ⓑ plane for the sea
  - Ⓒ to land on time
- From the hilltop, we could see the whole park.
  - Ⓐ top of the hill
  - Ⓑ the whole park
  - Ⓒ bottom of the hill
- We like to eat oatmeal in the winter.
  - Ⓐ a good food
  - Ⓑ meal made from oats
  - Ⓒ to eat in the winter
- I can swim underwater for a long time.
  - Ⓐ on top of the water
  - Ⓑ a long time in the water
  - Ⓒ under the water

### ON-LEVEL

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice **81**

#### Compound Words

Two smaller words make up a **compound word**. Knowing the meaning of each small word helps you understand the meaning of the compound word.

Circle the compound word in each sentence. Then write the two small words in each compound word.

- People must understand more about sharks and how they live. Did you know that a hammerhead shark has eyes on the side of its head? Most sharks do not want to hurt people. But sometimes they think a person in the water is a sea animal.  
under   stand  
hammer   head  
some   times
- Anne and Frank love to eat hot oatmeal. This food is always good to eat when it is cold outside. After eating, they carry their plates to the kitchen. There they wash them in a dishpan.  
oat   meal  
out   side  
dish   pan

### CHALLENGE

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend **81**

#### Compound Words

flashlight   starfish   rainbow   cowboy

Use words from the box to solve the riddles. Then draw a picture for each riddle.

I am made of lots of colors.  
I am curved like a bow.  
You see me after it rains.  
I am a rainbow.

I help you see at night.  
I make a dark place light.  
You can flash me on or off.  
I am a flashlight.

Write a riddle about a compound word. Ask a friend to solve your riddle.

Riddles will vary.

### LANGUAGE SUPPORT

Name \_\_\_\_\_ Date \_\_\_\_\_

#### Word Slides

where   one   place   thing  
beam   rise   light   shine

#### Word Beginnings

any   some  
any  
some

sun   moon  
sun  
moon



**TESTED OBJECTIVES**

Children will recognize and read words with prefixes *re-* and *un-*.

**MATERIALS**

- Teaching Chart 70
- index cards

**TEACHING TIP**

**INSTRUCTIONAL** Explain that just like compound words and words with suffixes, words with prefixes contain base words. Base words are words from which another word is built. For example, the base word of *beautiful* is *beauty*; the base words of *tablecloth* are *table* and *cloth*.

# Review Prefixes

**PREPARE**

**Act It Out** Invite volunteers to pantomime each of the following words: *unfold*, *reuse*, *untie*, *reread*.

**TEACH**

**Recognizing and Defining Prefixes**

Remind children that a prefix is a letter or letters that are added to the beginning of a word. Explain that knowing what a prefix means can help them to figure out a word's meaning. Write the prefixes *re-* and *un-* on the chalkboard. Point to *re-* and explain that this prefix means "to do again." Then point to *un-* and tell children that this prefix means "not."

Display **Teaching Chart 70**. Read aloud the first selection and model the word *unsafe*.



1. To study the sharks, a scientist swam beside them. It was not as unsafe as it sounds. The scientist was inside a metal cage.
2. The plastic model of the shark cracked, and the scientist had to remake it.
3. The fishing line was tied in knots and the scientist had to untie it.
4. The scientist will clean the fishing nets and reuse them.

**Teaching Chart 70**

**MODEL** I can use what I already know to help me read words I don't recognize. I know the meaning of the word *safe*—it means not in danger. I can also see that the first two letters of *unsafe* are *un-*. I know that when this prefix appears at the front of a word, it means "not." *Unsafe*, then, means "not safe."



## PRACTICE

### Identify Prefixes and Base Words



Have children underline the base word of each prefixed word on **Teaching Chart 70**, and then define the whole word. Distribute blank index cards to children. Then write the words *unfed*, *unhurt*, *rebuild*, and *reused* on the chalkboard. Have children read each word and identify the base word. Ask children to write each word on a card and use it in a sentence.

### Linguistic/Logical

## ASSESS/CLOSE

### Complete the Sentences

Invite children to use their index cards from the Practice activity. Read aloud the following sentences, and ask children to hold up the card that completes the sentence.

- The sharks at the aquarium had not eaten. They were \_\_\_\_\_. (*unfed*)
- Don't throw away the plastic spoons. They can be \_\_\_\_\_. (*reused*)
- The house was destroyed in the storm, but the worker will \_\_\_\_\_ it. (*rebuild*)
- Tom fell off his bike. Luckily he was \_\_\_\_\_. (*unhurt*)



## ALTERNATE TEACHING STRATEGY

### PREFIXES re- AND un-

For a different approach to teaching this skill, see page T67.

## Meeting Individual Needs for Vocabulary

### EASY

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach 82

#### Prefixes

You can add a prefix to the beginning of some words. Knowing what a prefix means can help you learn what the word means.  
The prefix *re-* means "again."  
The dog will *return* to the bone.  
The prefix *un-* means "not" or "opposite of."  
I *unfolded* the paper.

Look at the underlined word in each sentence. Rewrite the sentence adding the prefix to the underlined word.

1. Will made his bed this morning. *re-*  
Will *remade* his bed this morning.
2. Mr. Lopez will teach the lesson to the class. *re-*  
Mr. Lopez will *reteach* the lesson to the class.
3. The child thinks it is fair to close the park at night. *un-*  
The child thinks it is *unfair* to close the park at night.
4. Mana will paint her room now. *re-*  
Mana will *repaint* her room now.
5. Sue is rolling the paper. *un-*  
Sue is *unrolling* the paper.

82

Book 1 Unit 1

### ON-LEVEL

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice 82

#### Prefixes

A word part that is added to the beginning of a word to change its meaning is called a **prefix**.  
The prefix *re-* means "again."  
The prefix *un-* means "not" or "opposite of."

Add the prefix *re-* or *un-* to the beginning of the underlined word. Then write the meaning of the new word.

1. We *remade* our beds with warmer blankets.  
*made again*
2. When I *unfolded* the package, I could not find the colored balls that were inside.  
*opposite of folded*
3. Let's *unload* all the boxes from the truck and carry them inside the house.  
*opposite of load*
4. We must *unlock* the door to get inside the house.  
*opposite of lock*
5. The bird will *reappear* in our city next spring when the weather is warm again.  
*appear again*

82

Book 1 Unit 1

### CHALLENGE

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend 82

#### Prefixes

Search for seven words beginning with *un* or *re*. Circle each word as you find it. Then write the word under its prefix.

W R U N P L U G  
R E R E A D Q B  
E P U N P A C K  
T A N L M O V Y  
R Y R E P L A Y  
Y U N T I E U M

Words beginning with *un*

*unpack*  
*unlike*

Words beginning with *re*

*replay*  
*replay*  
*retry*

82

Book 1 Unit 1

### LANGUAGE SUPPORT

Name \_\_\_\_\_ Date \_\_\_\_\_

#### Redo or Undo?

- |  |  |
|--|--|
| re- un-<br><br>opened<br><i>unopened</i> | re- un-<br><br>place<br><i>replace</i> |
| re- un-<br><br>afraid<br><i>unafraid</i> | re- un-<br><br>load<br><i>unload</i>   |
| re- un-<br><br>play<br><i>replay</i>     | re- un-<br><br>read<br><i>rereread</i> |

82





### GRAMMAR/SPELLING CONNECTIONS

See the 5-Day Grammar and Usage Plan on plurals and possessives, pages 2530–253P.

See the 5-Day Spelling Plan on words from science, pages 253Q–253R.

### TECHNOLOGY TIP



Most word-processing programs come with a thesaurus. Use it

when you need help finding synonyms. This will help you avoid using the same word over and over, and will make your writing more interesting.

# Persuasive Writing

## Prewrite

**WRITE A LETTER** Present this writing assignment: Some kinds of sharks are in danger of dying out. Can you name another creature that is at risk? Write a letter to your school or town newspaper about it, giving three reasons why people should work to save the animal.

**BRAINSTORM IDEAS** Have children brainstorm a list of animals in danger of extinction. You may need to provide children with examples, such as the humpback whale, the giant panda, and the zebra, or provide them with reference materials.

**Strategy: Create a Web** Have children create a “reasons” web detailing some reasons animals are in danger of extinction. If they prefer, they may make a web detailing reasons a certain animal should be saved.



Graphic Organizer 29

## Draft

**USE THE WEB** In their letters, children should include the strongest ideas from their webs and develop them with examples and facts. Letters should include a heading with the address of the person the letter is going to, the date, a greeting, and a closing signature.

## Revise

**SELF-QUESTIONING** Ask children to assess their drafts.

- Have I given three reasons why the animal I chose should be saved?
- Have I used facts and examples to back up my reasons?
- Have I used the proper letter format?
- What would make my letter more effective?



Have children trade letters with a partner to get feedback.

## Edit/Proofread

**CHECK FOR ERRORS** Children should reread their letters for spelling, grammar, punctuation, and letter format.

## Publish

**SHARE THE LETTERS** Children can mail their letters to the editor of the school or class newsletter.

434 Piedpoint Avenue  
Oakville, NJ 12340

April 6, 20--

Dear Editor:

I learned at school that the blue whale is in danger of dying out. I don't want this to happen. The blue whale is the largest animal on Earth. It can grow up to 90 feet. The blue whale can jump out of the water and swim 20 miles per hour. They eat two tons of shellfish a day. If blue whales become extinct, the ocean will suffer. By eating the shellfish they keep ocean life at the right level.

Sincerely,

Raymond Diaz



## Presentation Ideas

**MAKE A POSTER** Have children create a poster for the endangered animal they have selected. Encourage them to think up slogans for their posters. Display the finished posters around the classroom.

### ► Viewing/Representing

**MAKE A SPEECH** Have children present their letters to the class as speeches. They may wish to pretend that the audience is a group who will decide how to proceed on

the issue of the animal dying out. Encourage the audience to ask questions.

### ► Speaking/Listening



Consider children's creative efforts, possibly adding a plus (+) for originality, wit, and imagination.

## Scoring Rubric

### Excellent

#### 4: The writer

- clearly presents three reasons for protecting the animal.
- gives strong supporting facts and elaborates details.
- uses persuasive language throughout.
- has included all the elements of a letter.

### Good

#### 3: The writer

- gives three reasons for protecting the animal.
- gives some supporting facts and details.
- uses somewhat persuasive language.
- has included some of the elements of a letter.

### Fair

#### 2: The writer

- gives one or two reasons for protecting the animal.
- gives few supporting facts and details.
- rarely uses persuasive language.
- has included only one or two elements of a letter.

### Unsatisfactory

#### 1: The writer

- gives no reasons for protecting the animal.
- gives no supporting details or facts.
- does not use persuasive language.
- has not written in a letter format.

**0:** The writer leaves the page blank or fails to respond to the writing task. The child does not address the topic or simply paraphrases the prompt. The response is illegible or incoherent.

## Meeting Individual Needs for Writing

### EASY

**Draw Endangered Animals** Encourage children to draw a picture of an endangered animal. Underneath the drawing, have them write a sentence or two stating why the animal should be saved.

### ON-LEVEL

**Endangered Animal Profiles** Have children create a profile of an endangered animal. Children should write the animal's name, where it is found, where it lives, the food it eats, and how it came to be endangered. If they wish, children may illustrate the profile with a drawing of the animal.

### CHALLENGE

**First Person Letters** Have children write a letter stating why an endangered animal should be saved, but write the letter from the point of view of the animal in question. Remind children to write the letter in the first person.

## COMMUNICATION TIPS

**REPRESENTING** Have children find pictures from books or the Internet of the animals they are about to draw.

**SPEAKING** Children should look up the pronunciation of unfamiliar words before giving their speeches.

## LANGUAGE SUPPORT



Pair each ESL student with an

English-fluent student for the prewriting part of this activity. Ask them to share their webs and help each other choose the three reasons for saving the animal. Then have them work together to state these reasons in simple English.



Invite children to include their letters or another writing project in their portfolios.



# 5 Day Grammar and Usage Plan .....

## LANGUAGE SUPPORT

Write on the board: *the shoe of Nan; the pencil of Tim; the toys of Kate*. Have children rewrite, using the possessive. (*Nan's shoe; Tim's pencil; Kate's toys*) Ask: which word is plural? (*toys*)

## DAILY LANGUAGE ACTIVITIES

Write the Daily Language Activities on the chalkboard each day or use **Transparency 10**. Have children correct each sentence.

### Day 1

1. Shark's live in the sea. *Sharks*
2. Some animal's can swim. *animals*
3. The boat's are in the water. *boats*

### Day 2

1. Carls boat is small. *Carl's*
2. A seals fins help it to swim. *seal's*
3. The boys book is about shells. *boy's*

### Day 3

1. The ships sail is tall. *ship's*
2. Bens sand pail is full. *Ben's*
3. The girl's swim in the sea. *girls*

### Day 4

1. The net's are used to catch fish. *nets*
2. Pams friend lives near the sea. *Pam's*
3. Carls rope is in the boat. *Carl's*

### Day 5

1. The ocean's are home to fish. *oceans*
2. Seal's like to play. *Seals*
3. A turtles shell is hard. *turtle's*

Daily Language Transparency 10

## DAY 1

### Introduce the Concept

**Oral Warm-Up** Write these sentences on the chalkboard: *The dogs barked. The dog's bowl is empty.* Ask children to compare the spelling of *dogs* and *dog's*. (*The word **dog's** has an apostrophe.*) Tell children it is easy to confuse plurals with possessives.

**Review Plurals** Review that *plural* means *more than one*. Present:

#### Plurals

- A plural noun names more than one person, place, or thing.
- Add an -s to most nouns to form the plural. Do not use an apostrophe.

Present the Daily Language Activity. Then have children write one sentence about one shark, and another about two sharks and compare the spellings.



Assign the daily Writing Prompt on page 244C.

## DAY 2

### Teach the Concept

**Review Plurals** Ask children how plurals are formed. (*by adding -s*)

**Review Possessives** Then review that possessive nouns show ownership. Present:

#### Possessives

- A possessive noun shows who or what owns something.
- Add an apostrophe and -s to a singular noun to make it possessive.

Present the Daily Language Activity. Then have children write a sentence describing something a shark has; prompt them to use one or more possessive nouns. Invite children to read aloud their sentences.



Assign the daily Writing Prompt on page 244C.

Name \_\_\_\_\_ Date \_\_\_\_\_ **GRAMMAR 57**

### Plurals and Possessives

Do not confuse plurals with possessives.

- A **plural noun** names more than one person, place, or thing.
- Add -s to most nouns to form the plural. Do not use an apostrophe.

boat boats chair chairs lamp lamps

Make the noun in ( ) name more than one. Then write the new sentence.

1. The (boy) are going on a picnic.  
The boys are going on a picnic.
2. They put food in big (cooler).  
They put food in big coolers.
3. They took a lot of (drink).  
They took a lot of drinks.
4. They are going in two (car).  
They are going in two cars.

**Exercises:** Have students work in pairs. They take turns writing a sentence using a plural noun. Then they write a sentence using a possessive noun.

GRAMMAR PRACTICE BOOK, PAGE 57

Name \_\_\_\_\_ Date \_\_\_\_\_ **GRAMMAR 58**

### Plurals and Possessives

Do not confuse plurals with possessives.

- A **possessive noun** shows who or what owns or has something.
- Add an apostrophe and -s to a singular noun to make it possessive.

baby's crib Pat's belt

Complete the sentence with the correct form of the word.

1. The horse's stable is near the house. (horse)
2. I will weed my dad's garden. (dad)
3. The radio came with an owner's card. (owner)
4. Did you see Pam's ring? (Pam)
5. Who has the dog's ball? (dog)

**Exercises:** Have students work in pairs. They take turns writing a sentence using a plural noun. Then they write a sentence using a possessive noun.

GRAMMAR PRACTICE BOOK, PAGE 58



# Plurals and Possessives

DAY 3

## Review and Practice

**Learn from the Literature** Review plural and possessive nouns, and how to form each. Read aloud the second and fourth sentences from *Sharks!* on page 249.

**Sharks can help people in many ways.**

**A shark's body can fight off sickness better than a person's body.**

Have children find and compare *sharks* in the first sentence with *shark's* in the second sentence. Ask them to identify another possessive in the second sentence.

**Write and Identify Plurals and Possessives** Present the Daily Language Activity. Then write the following words on the chalkboard: *boat, rope, shark*. Have children use these words in sentences, first as plurals, then as possessives.



Assign the daily Writing Prompt on page 244D.

DAY 4

## Review and Practice

### Review Plurals and Possessives

Write the plural and possessive nouns from the Daily Language Activities for Days 1 through 3 on the chalkboard. Ask children to identify each as a plural or possessive. Then present the Daily Language Activity for Day 4.

**Mechanics and Usage** Review the use of apostrophes in plurals and possessives.

### Apostrophes

- Always use an apostrophe to form a possessive noun.
- Add an apostrophe and -s to make a singular noun possessive.
- Add an apostrophe to make most plural nouns possessive.
- Do not add an apostrophe to form a plural noun.



Assign the daily Writing Prompt on page 244D.

DAY 5

## Assess and Reteach

**Assess** Use the Daily Language Activity and page 61 of the **Grammar Practice Book** for assessment.

**Reteach** Have children write each rule about plurals and possessives and display them. Ask children to write two plural and two possessive nouns that might be heard on a boat. Have partners trade and write sentences using each other's words. Have children underline all plurals and circle all possessives in the sentences their partners write.

Display sentences on the word wall.

Use page 62 of the **Grammar Practice Book** for additional reteaching.



Assign the daily Writing Prompt on page 244D.

Name \_\_\_\_\_ Date \_\_\_\_\_

GRAMMAR PRACTICE BOOK 59

### Plurals and Possessives

- A plural noun names more than one person, place, or thing.
- Add -s to most nouns to form the plural. Do not use an apostrophe.
- A possessive noun shows who or what owns or has something.
- Add an apostrophe and -s to a singular noun to make it possessive.

Circle the words that describe the underlined noun in each sentence.

- I fell and broke two gods. (gods, god's)
- I lost my glasses. (glasses, glasses')
- The children were noisy. (children, children's)
- The teacher's desk was messy. (teacher, teacher's)
- The children's room was messy. (children, children's)
- His many toys were on the floor. (toys, toys')
- His many toys were on the floor. (toys, toys')
- His many toys were on the floor. (toys, toys')

GRAMMAR PRACTICE BOOK, PAGE 59

Name \_\_\_\_\_ Date \_\_\_\_\_

GRAMMAR PRACTICE BOOK 60

### Using Apostrophes

- Always use an apostrophe to form a possessive noun.
- Add an apostrophe and -s to make a singular noun possessive.
- Add an apostrophe to make most plural nouns possessive.
- Do not use an apostrophe to form a plural noun.

Circle the correct word.

- I see four \_\_\_\_\_ hats. (hats, hats')
- Where are the \_\_\_\_\_? (cars, cars')
- Can you see the \_\_\_\_\_ tail wag? (dog, dog's)
- I saw both \_\_\_\_\_ eyes. (cats, cats')
- I have \_\_\_\_\_ book. (Pam's, Pam's')
- There are two \_\_\_\_\_ (apple, apple's)
- All the \_\_\_\_\_ cats are here. (girls, girls')
- That \_\_\_\_\_ paws are big! (bears, bears')

GRAMMAR PRACTICE BOOK, PAGE 60

Name \_\_\_\_\_ Date \_\_\_\_\_

GRAMMAR PRACTICE BOOK 61

### Plurals and Possessives

A. Read each sentence. Write on the line whether the underlined word is a plural or a possessive.

- Marta will make the beds. (plural)
- The bed's sheets need to be changed. (possessive)
- The pillows are on the floor. (plural)
- Marta's brother likes the toys. (possessive)
- The covers are on the bed. (plural)

B. Read each sentence. Write on the line whether the underlined word is a plural or a possessive.

- The chairs are wet. (plural)
- The chairs are wet. (plural)
- The chairs are wet. (plural)
- The chairs are wet. (plural)
- The chairs are wet. (plural)
- The chairs are wet. (plural)
- The chairs are wet. (plural)
- The chairs are wet. (plural)
- The chairs are wet. (plural)
- The chairs are wet. (plural)

GRAMMAR PRACTICE BOOK, PAGE 61



# 5 Day Spelling Plan

## LANGUAGE SUPPORT

Say the word pairs *seal/seals*; *net/nets*. Have children listen carefully for the final consonant *s* that makes each word plural. Then say a series of singular and plural word pairs. Have children raise their hands when they hear the plural of each word.

## DICTATION SENTENCES

### Spelling Words

1. We saw a herd of animals.
2. The hat is on her head.
3. The boat is in the river.
4. It can spill out of the nets.
5. It has a small fin.
6. The wave went by me.
7. We have five senses.
8. I have a toy shark.
9. He can look for the seals on the rock.
10. The tide is high.

### Challenge Words

11. She is afraid of the dark.
12. There could be danger there.
13. I can take a lesson.
14. She had trouble there.
15. I understand the rule.

DAY  
1

## Pretest

**Assess Prior Knowledge** Use the Dictation Sentences at left and **Spelling Practice Book**, page 57 for the pretest. Allow children to correct their own papers. If children have trouble, have partners give each other a midweek test on Day 3. Children who require a modified list may be tested on the first five words.

### Spelling Words

- |                   |                 |                       |
|-------------------|-----------------|-----------------------|
| 1. <b>animals</b> | 6. wave         | 11. <b>afraid</b>     |
| 2. <b>head</b>    | 7. senses       | 12. <b>danger</b>     |
| 3. river          | 8. <b>shark</b> | 13. <b>lesson</b>     |
| 4. <b>nets</b>    | 9. <b>seals</b> | 14. <b>trouble</b>    |
| 5. fin            | 10. tide        | 15. <b>understand</b> |

### Challenge Words

Note: Words in **dark type** are from the story.

**Word Study** On page 58 of the **Spelling Practice Book** are word study steps and an at-home activity.

DAY  
2

## Explore the Pattern

**Sort and Spell Words** Say *animal* and *animals*. Tell children that the plural form of the word ends with the *s* sound. Say the words *nets*, *river*, *seals*, and *tide*. Have children listen carefully and identify those nouns of the group that are plural.

Ask children to read aloud the ten spelling words and sort them according to the sound and spelling pattern.

### Singular Nouns

head  
river  
fine  
wave  
tide  
shark

### Plural Nouns

animals  
nets  
senses  
seals

**Word Wall** As children read other stories and texts, have them look for new nouns in singular and plural form and add them to the classroom word wall, underlining the spelling pattern that makes the nouns plural.

Name \_\_\_\_\_ Date \_\_\_\_\_ SPELLING 57

**Words from Science**

**Pretest Directions**  
Fold back your paper along the dotted line.  
Use the blanks to write each word as it is said to you. When you finish the test, unfold the paper and correct any spelling mistakes. Practice those words for the Posttest.

**To Parents,**  
Here are the results of your child's weekly spelling Pretest. You can help your child study for the Posttest by following these simple steps for each word on the word list.

1. Read the word to your child.
2. Have your child write the word, saying each letter as it is written.
3. Say each letter of the word to your child one at a time.
4. If a mistake has been made, have your child read each letter of the word to you, repeat the word aloud, and then repeat steps 1-3.

1. _____	11. <b>afraid</b>
2. _____	12. <b>danger</b>
3. _____	13. <b>lesson</b>
4. _____	14. <b>trouble</b>
5. _____	15. <b>understand</b>
6. _____	
7. _____	
8. _____	
9. _____	
10. _____	

**Challenge Words**

\_\_\_\_\_ afraid  
\_\_\_\_\_ danger  
\_\_\_\_\_ lesson  
\_\_\_\_\_ trouble  
\_\_\_\_\_ understand

10 \_\_\_\_\_ 57

**SPELLING PRACTICE BOOK, PAGE 57**

WORD STUDY STEPS AND ACTIVITY, PAGE 58

Name \_\_\_\_\_ Date \_\_\_\_\_ SPELLING 59

**Words from Science**

animals	river	fin	senses	seals
head	nets	wave	shark	tide

Write the spelling words that name one thing.

1. head 2. river 3. fin

4. wave 5. shark 6. tide

Write the spelling words that name more than one thing.

7. animals 8. nets

9. senses 10. seals

10 \_\_\_\_\_ 59

**SPELLING PRACTICE BOOK, PAGE 59**



# Words from Science

DAY  
3

## Practice and Extend

### Word Meaning: Words in Context

Use one sentence to describe each Spelling Word. For example, *This is a body part that is at the top of your body.* Each time, see if students can identify the word you are describing. Then have students use the word in a sentence.

### Glossary

- write each Challenge Word.
- look up each Challenge Word in the Glossary.
- Write the example sentences or sentences given for each word.
- write their own sentence using each Challenge Word.

DAY  
4

## Proofread and Write

**Proofread Sentences** Write these sentences on the chalkboard, including the misspelled words. Ask students to proofread, circling incorrect spellings and writing the correct spellings. There are two spelling errors in each sentence.

They put netts into the revher. (nets, river)

The wayve went over the seels. (wave, seals)

Have students create additional sentences with errors for partners to correct.



Have students use as many spelling words as possible in the daily Writing Prompt on page 244D. Remind students to proofread their writing for errors in spelling, grammar, and punctuation.

DAY  
5

## Assess and Reteach

**Assess Children's Knowledge** Use page 62 of the **Spelling Practice Book** or the Dictation Sentences on page 253Q for the posttest.

**Personal Word List** If students have trouble with any words in the lesson, have them add to their personal word list of troublesome words in their journals. Have children find pictures or draw their own to illustrate the words on their lists.

Students should refer to their word lists during later writing activities.

Name \_\_\_\_\_ Date \_\_\_\_\_ SPELLING 60

### Words from Science

animals	river	fin	senses	seals
head	nets	wave	shark	tide

Use a spelling word to complete each sentence.

- The best time to look for shells on the beach is at low tide.
- A large wave washed away my sand castle.
- A shark has a special fin on its back.
- Mr. Johnson always wears a wool hat on his head.
- The workers feed all the animals in the zoo twice a day.
- My cat uses the senses of sight and smell to hunt.

### Word Meaning

Take off the s to make each spelling word singular.

- animals - s = animal
- nets - s = net
- senses - s = sense
- seals - s = seal

Add s to make each spelling word plural.

- head + s = heads
- river + s = rivers
- fin + s = fins
- wave + s = waves
- shark + s = sharks
- tide + s = tides

60

Name \_\_\_\_\_ Date \_\_\_\_\_ SPELLING 61

### Words from Science

**Proofreading Activity**

There are five spelling mistakes in the paragraph below. Circle each misspelled word. Write the words correctly on the lines below.

Some animals like to eat fish. Some people like fish too. But animals and people catch fish in different ways. A person might use a fishing pole to lift a fish from the river. Some people use rolls to take fish from the ocean. Seals swim fast and catch fish in their mouths. A shark uses his sharp teeth to gobble up large fish.

- animals
- river
- nets
- seals
- shark

**Writing Activity**

Write a story about things that live in the ocean. Use five spelling words in your story. Circle the spelling words you use.

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Name \_\_\_\_\_ Date \_\_\_\_\_ SPELLING 62

### Words from Science

Look at the words in the list. Circle each word that is misspelled. Correctly. Use a pencil to correct the misspelled words. Write the correct word in the space provided. Circle the words that are spelled correctly. Write the word in the space provided.

**Sample A**

1. <u>animals</u>	2. <u>river</u>
3. <u>nets</u>	4. <u>seals</u>
5. <u>shark</u>	

**Sample B**

6. <u>fin</u>	7. <u>senses</u>
8. <u>head</u>	9. <u>wave</u>
10. <u>tide</u>	

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# Wrap Up the Theme

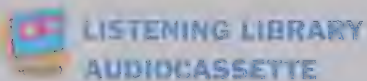
## Just Between Us

*Family and friends help us  
see the world in many ways.*

**REVIEW THE THEME** Remind children that all the selections in this unit relate to the theme Just Between Us. Were children surprised at who the friends were? Ask children to name other stories or movies they know with characters that fit the theme Just Between Us.

**READ THE POEM** Read aloud "Four Generations" by Mary Ann Hoberman. Guide children to identify the four generations: the boy, his father, his grandfather, and his great-grandfather. Discuss how the poem connects to the theme Just Between Us.

Reread the poem, having children echo the last word in each line. Encourage children to listen for the rhymes.



**MAKE CONNECTIONS** Have children work in small groups to brainstorm a list of ways that the stories, poems, and the *Time for Kids* magazine article relate to the theme Just Between Us.

Groups can then compare their lists as they share them with the class.



## LOOKING AT GENRE

Have children review *The Best Friends Club* and *Sharks*. How are they different? What makes *The Best Friends Club* fiction and *Sharks* nonfiction?

Help children list the key characteristics of each literary form or genre. Can they tell about other stories and articles they have read that have these characteristics?

REALISTIC FICTION <i>The Best Friends Club</i>	NONFICTION ARTICLE <i>Sharks</i>
<ul style="list-style-type: none"> <li>• Characters are people.</li> <li>• Characters say and do things real people might.</li> </ul>	<ul style="list-style-type: none"> <li>• Article is about a real animal.</li> <li>• Facts are given about animal's habits and appearance.</li> </ul>



# Four Generations

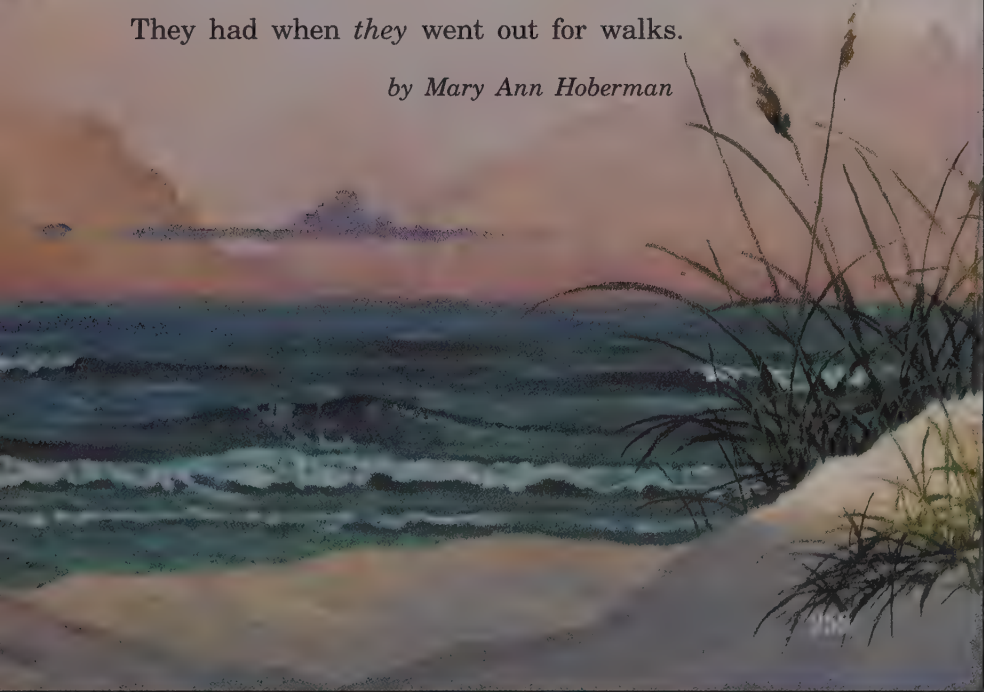
Sometimes when we go out for walks,  
I listen while my father talks.

The thing he talks of most of all  
Is how it was when he was small

And he went walking with *his* dad  
And conversations that they had

About *his* father and the talks  
They had when *they* went out for walks.

by Mary Ann Hoberman



## LEARNING ABOUT POETRY

**Literary Devices: Rhyme Pattern**  
Point out the *aa, bb, cc, aa* rhyme pattern by having children name the rhyming words. Do they like the idea that the first two lines and the last two lines rhyme? Why or why not? Does this rhyme pattern make the poem fun to read?



**Poetry Activity** Have children write a poem about families. They can use the same format as "Four Generations," or you may choose to model another poem for them to follow.

## Activity

### Research and Inquiry



#### Complete the Theme Project

Have children work in teams to complete their friends mural. Encourage them to share ideas about color and artistic presentation. Remind children to write the name of each character and the title of the story in which each appears under the drawing.

#### Make a Classroom Presentation

Have teams present their drawings. Then have each group attach its drawing to another group's drawing until all the "friends" are connected.

**Draw Conclusions** Have children draw conclusions about what they learned from researching and preparing their projects. Was the resource chart they made helpful? What other resources, such as the Internet, did they use? Finally, ask children if completing the project changed their minds about the nature of friendship in any way.

**Ask More Questions** What else would children like to do to illustrate the idea of friendship? You might encourage teams to research symbols of friendship and affection—such as rings, hearts, circles for hugs and xs for kisses—and prepare drawings of these symbols in another presentation.



# Persuasive Writing

**CONNECT TO LITERATURE** Have the class discuss the club rules in



*The Best Friends Club*. Ask children if they agree or disagree with the rules and make a chalkboard list of their remarks.

Dear Mayor Garcia,

Baxter Park needs a bigger sandlot. The one we have now is too small. There is not room for all the kids who want to play. We also need new sand. The sand we use is mixed up with old soil, and it is not very clean.

I think we can dig some more room by the fence. The space there is not used anyway. Maybe kids and parents can help to spread new sand. You will see more happy children at the park if you help to make the sandlot a better place.

Sincerely,

Natalie Quinn



# Prewrite

**PURPOSE AND AUDIENCE** Tell children that they will write letters to a town official or a school principal. Explain that the purpose of the letters is to persuade and influence the recipient to help with a project that would benefit children. Remind children to keep their purpose in mind as they write.

**STRATEGY: BRAINSTORM** Have children brainstorm ideas about how to make local life better for children. Then have them vote on the best idea for the class writing project. Make a chalkboard list of children's remarks, pro and con, under the main idea.

Use **Writing Process Transparency 2A** as a model.

## FEATURES OF PERSUASIVE WRITING

- Explains a position on a specific topic in order to persuade an audience.
- Presents information in an organized structure.
- Offers convincing reasons and facts that support the stated opinion.

## TEACHING TIP

**ORGANIZATION** Have children focus on collecting and organizing their facts and reasons. Provide them with books and periodicals to help research their chosen topic. Have them make lists of key facts and details from their research materials to help develop a strong argument.

**PREWRITE TRANSPARENCY**

**Helping Kids in the Hospital**

**What We Want to Do:**  
Have school music classes visit kids in the hospital.

**How It Can Help Children:**  
**Reason:** cheers them up  
**Explanation:** They are sad and need company.

**Reason:** lets student musicians and sick children make new friends  
**Explanation:** They can learn about each other.

McGraw-Hill School Division

Book 2.1/Unit 2: Persuasive Writing / Prewriting 2A



## Persuasive Writing

### LANGUAGE SUPPORT

Storytelling techniques can help some children to develop a persuasive argument. Invite them to support their opinions with a personal or imaginative story. Guide them to relate the descriptive details of the story to the facts of their argument.

## Draft

**STRATEGY: DEVELOP A MAIN IDEA** Encourage children to begin with a clear opening sentence that states their position on a specific issue. From there, guide them to write freely, without self-editing. Give examples of how to support their opinions with detailed information. Remind them that good persuasive writing supports opinions with facts.

Use **Writing Process Transparency 2B** to model a first draft.

**LANGUAGE CONTROL** Have children do an exercise to review subject and predicate usage. Ask them to think about what they want to accomplish in their persuasive proposals. Then, have them write three sentences that correctly use subject (who or what does something) and predicate (what the subject does).

### DRAFT TRANSPARENCY

West Elementary  
10 Bank Street  
Garza, Texas 99999  
May 17, 1999

Our music class would like to perform for children who are sick and we need your permission to visit the hospital. We also need a bus to take us and then back to school.

The children at Little Flower need visitors. They are having operations. They are scared probably and lonely too. They would be happy to meet other kids. Our teacher, ms. Lang, thinks that our visit will help some of those children feel better. We invite them to sing along with us.

Please help us help the children at Little Flower Hospital. We are counting on you!



# Revise

Have children discuss how to make their persuasive letters more effective. Ask them to consider how the audience will react to their proposals. Invite their comments on what the reader would and would not find convincing.

Use **Writing Process Transparency 2C** for classroom discussion on the revision process. Ask children to comment on how revisions may have improved this writing example.

**STRATEGY: ELABORATION** Have children examine their work for changes or additions that will strengthen their arguments. Use the following questions to help the revision process:

- Do I clearly express my opinion?
- Do I support my position with important details?
- What descriptive words could I add to help persuade my audience?

## TEACHING TIP

### TEACHER CONFERENCE

Reinforce the importance of balancing a strong personal feeling with solid facts and details. Ask children to consider these questions while revising:

- Did you begin with a strong opening statement?
- Do you need more facts to back up your opinion?
- Do your ideas follow each other in an organized way?
- Why would an audience be convinced by your opinion?

### REVISE TRANSPARENCY

West Elementary  
10 Bank Street  
Garza, Texas 99999  
May 17, 1999

Dear principal Owen

Our music class would like to visit Little Flower Hospital to perform for children who are sick and we need your permission to on a school day visit the hospital. We also need a bus to take us to the hospital and then back to school.

The children at Little Flower need visitors. They are having operations. They are scared probably and lonely too. They would be happy to meet other kids. Our teacher, ms. Lang, thinks that our visit will help some of those children feel better.

They will like our music, and We invite them to sing along with us.

Please help us to bring music and joy to help the children at Little Flower Hospital. We are counting on you!

Sincerely yours  
Timmy



## Persuasive Writing



### GRAMMAR/SPELLING CONNECTIONS

See the 5-Day Grammar and Usage Plans on verbs, pages 1550–155P, 1910–191P, 2150–215P, 2430–243P, 2530–253P.

See the 5-Day Spelling Plans, pages 155Q–155R, 191Q–191R, 215Q–215R, 243Q–243R, 253Q–253R.

## Edit/Proofread

After children finish revising their texts, have them proofread for final corrections and additions.

### GRAMMAR, MECHANICS, USAGE

- Begin abbreviations with a capital letter and end with a period.
- Use a comma after the greeting and closing in a letter.
- Capitalize proper names.

## Publish

**MAKE A DISPLAY** Display children's letters on a class or library bulletin board. Attach a box and sign inviting other students to share their opinions. After a week, open the box and discuss the comments.

Use **Writing Process Transparency 2D** as a proofreading model and **Writing Process Transparency 2E** to discuss presentation ideas.

### PROOFREAD TRANSPARENCY

West Elementary  
10 Bank Street  
Garza, Texas 99999  
May 17, 1999

Dear principal Owen,  
Our music class would like to visit Little Flower Hospital to perform for children who are sick, and we need your permission to visit the hospital on a school day. We also need a bus to take us to the hospital and then back to school.

The children at Little Flower need visitors. They are having operations. They are scared and lonely. They would be happy to meet other kids. Our teacher, Ms. Lang, thinks that our visit will help some of those children feel better. We will like our music, and we invite them to sing along with us. Please help us to bring music and joy to the children at Little Flower Hospital. We are counting on you!

Sincerely yours,  
Timmy O'Bannon

Book 2.1/Unit 2: Persuasive Writing / Proofreading 2D

### PUBLISH TRANSPARENCY

West Elementary  
10 Bank Street  
Garza, Texas 99999  
May 17, 1999

Dear Principal Owen,

Our music class would like to visit Little Flower Hospital to perform for children who are sick. We need your permission to visit the hospital on a school day. We also need a bus to take us to the hospital and then back to school.

The children at Little Flower need visitors. They are having operations. They are probably scared and lonely. They would be happy to meet other kids. Our teacher, Ms. Lang, thinks that our visit will help some of those children feel better. They will like our music, and we can invite them to sing along with us.

Please help us to bring music and joy to the children at Little Flower Hospital. We are counting on you!

Sincerely yours,  
Timmy O'Bannon

Book 2.1/Unit 2: Persuasive Writing / Publishing 2E



## Presentation Ideas

**SEND THE LETTERS** Combine the class letters in a binder and send to the person the children have addressed. You might include a note requesting a response in person, so that children can talk with the recipient. ► **Representing/Speaking**

**HAVE A CLASS DEBATE** Have children pretend they are debating their class issue for a TV program. Organize two teams to debate the pros and cons of their proposed project. Have them prepare their arguments based on the facts in their letters. ► **Listening/Speaking**

## Assessment

**SCORING RUBRIC** When using the rubric, please consider students' creative efforts, possibly adding a plus (+) for originality, wit, and imagination.

### COMMUNICATION TIPS

**REPRESENTING** Ask children to make illustrations showing "before" and "after" views of their proposals.

**SPEAKING** Before the debate, give children a chance to explore posture, gesture, and voice. Help each of them find a natural, effective personal speaking style.

### Scoring Rubric: 6-Trait Writing

#### 4 Excellent

##### Ideas & Content

- presents a convincing argument, with a complete set of supporting facts and details.

##### Organization

- careful order moves the reader logically and easily through the text; clearly-stated ideas strengthen the argument.

##### Voice

- personal message has potential to influence the reader's opinion; writer's involvement with the topic enlivens the content.

##### Word Choice

- makes imaginative use of accurate, specific language to create a convincing tone.

##### Sentence Fluency

- varied, effective sentences flow naturally and add interest to the argument.

##### Conventions

- is skilled in most writing conventions; proper use of the rules of English enhances clarity and impact of the argument; editing is largely unnecessary.

#### 3 Good

##### Ideas & Content

- presents a well-thought-out argument; facts and details show knowledge of the topic.

##### Organization

- presents a capable strategy; reader can follow the argument logic from beginning to end.

##### Voice

- shows who is behind the words; personal style matches the argument, and reaches out to convince the reader.

##### Word Choice

- uses a variety of clear words to communicate opinions and details; may experiment with new words, or use everyday words in a new way.

##### Sentence Fluency

- careful sentences make sense and are easy to read and understand; sentences vary, and fit together well.

##### Conventions

- uses a variety of conventions correctly; errors are few.

#### 2 Fair

##### Ideas & Content

- has some control of a persuasive argument, but may not offer clear or thorough details; may not hold the reader's attention.

##### Organization

- tries to structure an argument, but may have trouble keeping facts and ideas in order; may lose control of topic after stating the main idea.

##### Voice

- communicates the main argument, with some hint of who is behind the words; writer may seem personally uninvolved with the topic and the audience.

##### Word Choice

- gets the message across, but experiments with few new words; may have limited range/control of persuasive language.

##### Sentence Fluency

- sentences are understandable, but may be choppy, rambling, or awkward; some writing may be difficult to follow or read aloud.

#### 1 Unsatisfactory

##### Ideas & Content

- does not successfully argue a position; it is hard to tell what the writer thinks or feels about the topic.

##### Organization

- extreme lack of organization makes text difficult to follow; ideas and details are not connected, and may not fit the topic.

##### Voice

- is not involved in the topic; lacks a purpose and interaction with a reader.

##### Word Choice

- words do not express an opinion, or attempt to convince a reader; some words may detract from the meaning of the text; words do not fit, or are repeated over and over.

##### Sentence Fluency

- constructs awkward or confusing sentences; does not understand how words and sentences fit together; text is hard to read aloud.

**0:** This piece is either blank, or fails to respond to the writing task. The topic is not addressed, or the child simply paraphrases the prompt. The response may be illegible or incoherent.



## VOCABULARY



Each team writes sentences using two verbs in the vocabulary list of one of the selections. The first team to give the meaning of a verb gets a point. The team with the most points wins.

## Unit Review

**Lemonade for Sale**

announced	melted	squeezed
empty	poured	wrong

**A Letter to Amy**

candles	glanced	special
corner	repeated	wild

**The Best Friends Club**

allowed	president	rule(s)
leaned	promise	whispered

**Jamaica Tag-Along**

building	edge	giant
busy	form	repair

**Sharks**

afraid	danger	trouble
chew	lesson	understand

## GRAMMAR



Children select nouns from the vocabulary lists and use them in written sentences. Their partners then change singular nouns to plural and plural nouns to singular and use them in written sentences.

## Unit Review

**Lemonade for Sale**

Nouns

**A Letter to Amy**

Plural Nouns

**The Best Friends Club**

Proper Nouns

**Jamaica Tag-Along**

Possessive Nouns

**Sharks**

Plurals and Possessives

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice 63

## Unit 2 Vocabulary Review

A. Choose the word from the box that completes each sentence.

repair	empty	wrong	special
--------	-------	-------	---------

- My birthday is a special day.
- Dad tried to repair the broken bike.
- We were surprised that the box was empty.
- Is my answer right or wrong?

B. Answer each question. Answers may vary.

**squeezed** 1. If you squeezed some pieces of an orange, what would come out?  
Orange juice would come out.

**melted** 2. What would you do if your ice-cream melted?  
I would get more.

**president** 3. What makes someone a good president?  
Good presidents are smart and kind.

**rules** 4. How many rules does your class have?  
My class has three rules.

Book 2, Unit 2  
Unit 2 Vocabulary Review

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PRACTICE BOOK, #3-64

Name \_\_\_\_\_ Date \_\_\_\_\_ Unit Test GRAMMAR 63

## Nouns

Choose the word that belongs in each space. Mark the letter for your answer.

The boys are in (1) \_\_\_\_\_. The boys saw a large shadow. They heard a noise. The boys' hands shook.

1. ☐ school ☐ market ☐ street

The noise they heard was really loud. The students ran. Then one student cried. Some (2) \_\_\_\_\_ came back to help.

2. ☐ road ☐ two ☒ students

Mabel's hat fell in the river. Mary and (3) \_\_\_\_\_ went looking for it. The girls found it near two trees.

3. ☐ girl ☒ Mabel ☐ river

Do you know Mr. and (4) \_\_\_\_\_ Borden? I think Dr. Walker knows her, too. He says Mrs. Borden is a nice lady.

4. ☒ Mrs. ☐ mrs. ☐ mr.

We are on vacation in (5) \_\_\_\_\_ and August. We go to school from September to June.

5. ☐ december ☐ July ☒ July

Book 2, Unit 2  
Unit 2 Grammar Review

Go On

63

GRAMMAR PRACTICE BOOK, 63-64



## SPELLING



Select a unit review word and write its definition on the chalkboard.

Underneath the definition write a line for each letter. Call on volunteers to fill in the missing letters that spell the correct word.

### Unit Review

**/ü/**  
room  
blew  
clue  
school

**/ûr/ and /är/**  
birthday  
her  
curl  
farm

**/ou/ and /oi/**  
down  
joy  
house  
coin

**Science Words**  
animals  
river  
shark  
seals

**/âr/, /ôr/, /îr/**  
porch                      year  
care                        shore



## SKILLS & STRATEGIES

### Phonics and Decoding

- ☒ /ü/oo, ue, ew
- ☒ /ou/ow, ou and /oi/oi, oy
- ☒ /âr/are; /ôr/or, ore; /îr/ear
- ☒ /är/ar; /ûr/ir, ur, er

### Comprehension

- ☒ Problem and Solution
- ☒ Make Inferences

### Vocabulary Strategies

- ☒ Prefixes
- ☒ Compound Words

### Study Skills

- ☒ Graphic Aids

### Writing

- ☒ Persuasive Writing

Name \_\_\_\_\_ Date \_\_\_\_\_ SPELLING 63

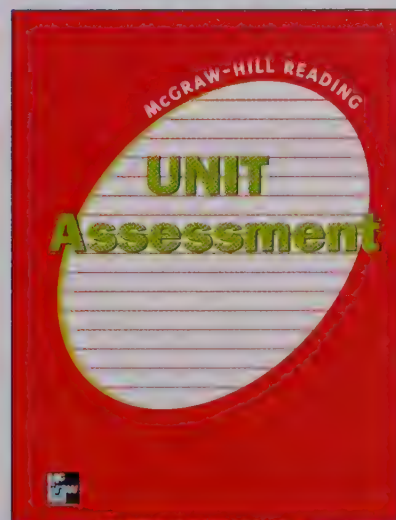
**Book 2.1/Unit 2 Review Test**

Read each sentence. If an underlined word is spelled wrong, fill in the circle that goes with that word. If no word is spelled wrong, fill in the circle below NONE.

Read Sample A, and do Sample B.

A. Did you <u>test</u> about the <u>blue</u> mouse?	A. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> NONE
B. My <u>toy</u> horse has soft <u>fur</u> .	B. <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> NONE
1. The <u>shades</u> will not come <u>down</u> to the <u>shore</u> .	1. <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I <input type="radio"/> NONE
2. The <u>curl</u> in her hair <u>blows</u> in the wind.	2. <input type="radio"/> J <input type="radio"/> K <input type="radio"/> L <input type="radio"/> NONE
3. They have <u>acorn</u> <u>down</u> on the <u>farm</u> .	3. <input type="radio"/> M <input type="radio"/> N <input type="radio"/> O <input type="radio"/> NONE
4. Our <u>school</u> has a <u>porch</u> near our <u>room</u> .	4. <input type="radio"/> P <input type="radio"/> Q <input type="radio"/> R <input type="radio"/> NONE
5. The <u>zookeeper</u> takes good <u>care</u> of her <u>seals</u> .	5. <input type="radio"/> S <input type="radio"/> T <input type="radio"/> U <input type="radio"/> NONE
6. They jump for <u>joy</u> to see the <u>farm</u> <u>animals</u> .	6. <input type="radio"/> V <input type="radio"/> W <input type="radio"/> X <input type="radio"/> NONE
7. There is a <u>clue</u> <u>down</u> in my <u>urn</u> .	7. <input type="radio"/> Y <input type="radio"/> Z <input type="radio"/> A <input type="radio"/> NONE
8. This <u>year</u> we can feed the <u>seals</u> at the <u>shore</u> .	8. <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NONE
9. The <u>word</u> <u>blue</u> is on across the <u>porch</u> .	9. <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> NONE

SPELLING PRACTICE BOOK, 63-64



UNIT 2 ASSESSMENT



# Assessment Follow-Up

Use the results of the informal and formal assessment opportunities in the unit to help you make decisions about future instruction.

SKILLS AND STRATEGIES		Reteaching Blackline Masters	Alternate Teaching Strategies
<b>Phonics and Decoding</b>			
/ü/oo, ue, ew		43, 47, 48, 75	T64
/ou/ow, ou and /oi/oi, oy		51, 55, 56, 75	T68
/âr/are; /ôr/or, ore; /îr/ear		59, 63, 64, 75	T70
/âr/ar; /ûr/ir, ur, er		67, 71, 72, 75	T72
<b>Comprehension</b>			
Problem and Solution		49, 65, 80	T66
Make Inferences		57, 73, 79	T69
<b>Vocabulary Strategies</b>			
Prefixes		50, 66, 82	T67
Compound Words		58, 74, 81	T71
<b>Study Skills</b>			
Graphic Aids		46, 54, 62, 70, 78	T65

<b>Writing</b>		Alternate Writing Project—Easy	Unit Writing Process Lesson
Persuasive Writing		155N, 191N, 215N, 243N, 253N	255A– 255F

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**TECHNOLOGY**



**CD-ROM** provides extra phonics support.

**interNET  
CONNECTION**

Research & Inquiry ideas. Visit  
[www.mhschool.com/reading](http://www.mhschool.com/reading).



# Glossary

Introduce children to the Glossary by reading through the introduction and looking over the pages with them. Encourage the class to talk about what they see.

Words in a glossary, like words in a dictionary, are listed in **alphabetical order**. Point out the **guide words** at the top of each page that tell the first and last words appearing on that page.

Point out examples of **entries** and **main entries**. Read through a simple entry with the class, identifying each part. Have children note the order in which information is given: entry word(s), definition(s), example sentence(s), syllable division, pronunciation respelling, part of speech, plural/verb/adjective forms.

Note that if more than one definition is given for a word, the definitions are numbered. Note also the format used for a word that is more than one part of speech.

Review the parts of speech by identifying each in a sentence:

<i>inter.</i>	<i>adj.</i>	<i>n.</i>	<i>conj.</i>	<i>adj.</i>	<i>n.</i>
Wow!	A	dictionary	and	a	glossary
<i>v.</i>	<i>adv.</i>	<i>pron.</i>	<i>prep.</i>	<i>n.</i>	
tell	almost	everything	about	words!	

Explain the use of the **pronunciation key** (either the **short key**, at the bottom of every other page, or the **long key**, at the beginning of the glossary). Demonstrate the difference between **primary** stress and **secondary** stress by pronouncing a word with both.

Point out an example of the small triangle signaling a homophone. **Homophones** are words with different spellings and meanings but with the same pronunciation. Explain that a pair of words with the superscripts **1** and **2** are **homographs**—words that have the same spelling, but different origins and meanings, and in some cases, different pronunciations.

The **Word History** feature tells what language a word comes from and what changes have occurred in its spelling and/or meaning. Many everyday words have interesting and surprising stories behind them. Note that word histories can help us remember the meanings of difficult words.

Allow time for children to further explore the Glossary and make their own discoveries.



# Glossary

**T**his glossary can help you find the **meanings** of words. If you see a word that you don't understand, try to find it in the glossary. The words are in **alphabetical order**. **Guide words** at the top of each page tell you the first and last words on the page.

The glossary shows you how to say the words, too. Each word is divided into **syllables**. Next, a special respelling, called the **pronunciation**, spells the word just the way it sounds.

The glossary also shows you **synonyms** for words. A **synonym** is a word that can be used for another word. A synonym for *field* is *grass*.

## Guide Words

accident/binoculars

First word on the page Last word on the page

## Sample Entry

Main entry	<b>creature</b>	A living person or animal.	Definition
Example sentence	Bears and wolves are <i>creatures</i> of the forest. ▲ <b>Synonym:</b> being.		
Syllable division	crea • ture	(KREE chuhr) noun,	Part of speech
	plural creatures.		
	Plural form	Pronunciation	

Use the **Pronunciation Key** below to find examples for the sounds you see in the **pronunciation** spellings.

Phonetic Spelling	Examples	Phonetic Spelling	Examples
a	cat	oh	go, home
ah	father	aw	saw, fall
ay	late, day	or	more, four
air	there, hair	oo	too, do
b	bit, rabbit	oy	toy
ch	chin	ow	out, cow
d	dog	p	pig
e	met	r	run, carry
ee	he, see	s	song, mess
f	fine, off	sh	shout, fish
g	go, bag, bigger	t	ten, better
h	hat	th	thin
hw	wheel	thh	them
ih	slit	u	sun
i	fine, tiger, my	û	look, should
ihr	near, deer, here	yoo	music, new
j	jump, page	ur	turn, learn
k	cat, back	v	very, of
l	line, hill	w	we
m	mine, hammer	y	yes
n	nice, funny	z	has, zoo
ng	sing	zh	treasure, division
o	top	uh	about, happen, lemon

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afraid/bamboo

Aa

**afraid** Feeling fear. Are you afraid of snakes?

**a•fraid** (uh FRAYD) *adjective*.

**allow** To let someone do something. Tod and Teri's parents sometimes *allow* them to stay up later on Saturday nights.

**a•low** (uh LOW) *verb*, allowed, allowing.

**announce** To make something known in an official or formal way. The principal *announced* that the school would be closed because of snow.

▲ **Synonyms:** report, proclaim.  
**an•nounce** (uh NOWNS) *verb*, announced, announcing.



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**answer** To speak or write, as a reply. We *answer* people when they ask us a question, or call us, or send us a letter.

▲ **Synonym:** respond.

**an•swer** (AN suhr) *verb*, answered, answering.

**arrive** To come to a place. We will *arrive* in Florida at midnight.

**ar•rive** (uh RIV) *verb*, arrived, arriving.

**artist** 1. A person who is skilled in painting, music, literature, or any other form of art.

2. A person whose work shows talent or skill. The cook at this restaurant is an *artist*.

**art•ist** (AHR tihst) *noun*, plural artists.

Bb

**bamboo** A tall, woody plant related to grass. He waved a *bamboo* cane.

**bam•boo** (bam BOO) *noun*, plural bamboos.

Berto/busy

Berto (BUR toh)

**body** 1. The whole of a person, animal, or plant. An athlete must have a strong *body*. 2. The main part of something. The *body* of this car needs work.

**bod•y** (BAHD ee) *noun*, plural bodies.

**broken** 1. In pieces. The *broken* plate could not be fixed. 2. Not working. We took the *broken* television set back to the store to be fixed.

▲ **Synonyms:** shattered, ruined.

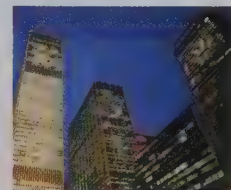
**bro•ken** (BROH kuh) *adjective*.

**buffalo** A large North American animal that has a big shaggy head with short horns and a hump on its back; bison. We saw a herd of *buffalo* while traveling out West.

**buf•fa•lo** (BUF uh loh) *noun*, plural buffaloes or buffalos or buffalo.

**building** Something built to live, work, or do things in. The *building* across the street is very tall.

**build•ing** (BIHL ding) *noun*, plural buildings.



**bully** A person who likes to frighten or threaten others, especially smaller or weaker people. The cowardly *bully* picked only on younger children.

**bul•ly** (BUL ee) *noun*, plural bullies.

**busy** Doing something. Roberta can't play because she is *busy* doing her homework.

▲ **Synonyms:** active, occupied.

**bus•y** (BIHZ ee) *adjective*, busier, busiest.

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## Cc

**candle** A wax stick with a string through it that is burned to make a light. The family lit eight *candles* on the last night of Hanukkah.

**can•dle** (KAN duhl) *noun*, plural *candles*.



**careful** Paying attention to what you are doing. Tina is very *careful* not to spill the paint. She works *carefully*.

▲ **Synonym:** cautious.  
**care•ful** (KAIR fuhl) *adjective*; **carefully**, *adverb*.

**carrot** A long, orange vegetable that grows in the ground. The root of the plant is the part that we eat. Alice sliced a *carrot* for the salad.

**car•rot** (KAR uht) *noun*, plural *carrots*.

**cattle** Large animals raised for milk and meat on dairy farms and ranches. The *cattle* are grazing in the field.

▲ **Synonyms:** cows, bulls.  
**cat•tle** (KAT uhl) *noun*, plural *cattle*.

**chew** To crush or grind something with the teeth. It's important to *chew* food well.

**chew** (CHOO) *verb*, *chewed*, *chewing*.

**climb** To move up something. Mom had to *climb* a ladder to get the kite out of the tree.

▲ **Synonym:** ascend.  
**climb** (KLĪM) *verb*, *climbed*, *climbing*.

## Dd

**collect** To gather together. The campers *collected* wood for the fire.

▲ **Synonym:** accumulate, amass.  
**col•lect** (kuh LEKT) *verb*, *collected*, *collecting*.

**corner** The place where two streets come together. Paul crossed at the *corner*.

**cor•ner** (KOR nur) *noun*, plural *corners*.

**couple** Two things that go together in some way; a pair. I have a *couple* of hats.

**cou•ple** (KUP uhl) *noun*, plural *couples*.

**crawl** To move slowly on your hands and knees. The baby is just beginning to learn to *crawl*.

**crawl** (KRAWL) *verb*, *crawled*, *crawling*.



**danger** The chance that something bad will happen. There is *danger* in skating on thin ice.

**danger** (DAYN juhr) *noun*, plural *dangers*.

**decide** To choose to do one thing and not another. Carlos may *decide* not to go.

▲ **Synonym:** resolve.  
**de•cide** (dih SID) *verb*, *decided*, *deciding*.

**difference** The amount left over. The *difference* between 6 and 2 is 4.

**dif•fer•ence** (DIHF uhr ens) *noun*, plural *differences*.

**different** Not the same. A duck is *different* from a goose.

**dif•fer•ent** (DIHF uhr ent) *adjective*.

**diver** A person who works or explores underwater. The *diver* carried a tank of air to help him breathe underwater.

**div•er** (DIV uhr) *noun*, plural *divers*.



**drift** To move because of a current of air or water. We stopped rowing and let our boat *drift*.

▲ **Synonyms:** wander, float.  
**drift** (DRIHFT) *verb*, *drifted*, *drifting*.

## Ee

**early** 1. In or near the beginning. We started our hike in the *early* morning. 2. Before the usual time. We had an *early* dinner.  
**ear•ly** (UR lee) *adjective*, **earlier**, **earliest**; *adverb*.

**Earth** The planet we live on. It takes one year for the *Earth* to go around the sun.

**Earth** (URTH) *noun*.

**edge** The line or place where something ends. I live near the *edge* of the lake.

**edge** (EJ) *noun*, plural *edges*.

**empty** Having nothing in it. When I finished my soup, the bowl was *empty*.

**emp•ty** (EMP tee) *adjective*, **emptier**, **emptiest**.

## Ff

**famous** Very well-known. Thomas Edison is *famous* for having invented the electric light.  
**fa•mous** (FAY muhs) *adjective*.

**fence** That which is built around something to keep things out or in. The *fence* around our backyard keeps the dog in.

**fence** (FENS) *noun*, plural *fences*.

**finish** 1. To bring to an end; to complete. When we *finish* our work, we will have lunch. *Verb*.

2. The last part of something; the end. We stayed to the *finish* of the movie. *Noun*.

**fin•ish** (FIHN ihsh) *verb*, *finished*, *finishing*; *noun*, plural *finishes*.

**float** 1. To stay on top of the water. Ray has a toy boat that *floats*. 2. To move slowly in the air. The baby let the balloon go, and it *float*ed high above the house.

▲ **Synonym:** drift.  
**float** (FLOHT) *verb*, *float*ed, *float*ing.

**forget** To not remember something. Josie was afraid she would *forget* my address, so she wrote it down.

▲ **Synonyms:** overlook, neglect.  
**for•get** (fur GET) *verb*, *forgot*, *forgotten* or *forgot*, *forget*ing.

**form** To make or shape something. The artist *formed* a cat out of clay.

**form** (FORM) *verb*, *formed*, *forming*.

## Gg

**garden** A place where people grow flowers or vegetables. When our cousins visit, they always bring us fresh tomatoes from their *garden*.

**gar•den** (GAHR duhn) *noun*, plural *gardens*.



**gentle** Careful not to hurt someone or something. Trisha was *gentle* with the small puppy.

▲ **Synonym:** soft.  
**gen•tle** (JEN tuhl) *adjective*.



## giant/Hawaiian

**giant** Very big. Many dinosaurs were *giant* animals.

▲ **Synonym:** huge.

**gi•ant** (Jĭ uhnt) *adjective*.



**glance** To take a quick look.

I *glanced* in the mirror.

▲ **Synonyms:** look, glimpse.

**glance** (GLANS) *verb*,  
*glanced*, *glancing*.

**government** The group of people in charge of ruling or managing a country, city, state or other place. We held an election for our class *government*.

**gov•ern•ment** (GUHV urn ment) *noun*, *plural governments*.

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**grandmother** Your father's mother or your mother's mother. My *grandmother* lives in New York City.

**grand•mother** (GRAND muthh uhr) *noun*, *plural grandmothers*.

**graph** A drawing that shows the relationship between changing things. We made a *graph* that showed how much our puppy had grown.

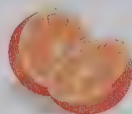
**graph** (GRAF) *noun*, *plural graphs*.



**half** One of two pieces the same size. Dad sawed the board in *half* to make a bench.

▲ **Synonym:** part.

**half** (HAF) *noun*, *plural halves*.



**Ha•waii•an** (huh Wĭ uhñ)

**history** The story or record of what has happened in the past. That old house has an interesting *history*.

**his•to•ry** (HIS tuh ree) *noun*, *plural histories*.

**Hmong** (huh MAHNG)

**homework** Work that a teacher asks children to do at home. I can finish my *homework* before dinner. *Noun*.

▲ **Synonym:** schoolwork.

**home•work** (HOHM wurk)

**honor 1.** Something given or done to show great respect. The hero received a medal and other *honors*. *Noun*. **2.** To show or feel great respect for a person or thing. The city *honored* the team with a parade. *Verb*.

▲ **Synonyms:** adore, regard.

**hon•or** (AHN uhr) *noun*, *plural honors*;  
*verb*, *honored*, *honoring*.

## history/hurry

**hope 1.** To wish for something. I *hope* that you will feel better soon. *Verb*. **2.** A strong wish that a thing will happen. My *hope* is that you will win. *Noun*.

**hope** (HOHP) *verb*, *hoped*, *hoping*; *noun*, *plural hopes*.

**hour 1.** A unit of time equal to 60 minutes. There are 24 *hours* in a day. **2.** A time of day. At what *hour* should we meet?

**hour** (OWR) *noun*, *plural hours*.

**hundred** Ten times ten. 100. She is a *hundred* years old.

**hun•dred** (HUHN drihd) *noun*, *plural hundreds*;  
*adjective*.

**hurry** To move fast. Let's *hurry* and clean up our room.

**hur•ry** (HUHR ee) *verb*, *hurried*, *hurrying*.

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## iceberg/lariat



**iceberg** A very large piece of floating ice. The penguins lived on an *iceberg*.

**ice•berg** (IS burg) *noun*, *plural icebergs*.



**idea** Something that you think of. We all had different *ideas* about what to name our pet turtle.

**i•de•a** (ĭ DEE uh) *noun*, *plural ideas*.

**important** Having value or meaning; worth paying attention to. It is *important* to look both ways before crossing.

**im•por•tant** (ihm POR tuhnt) *adjective*.

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**Jamaica** (juh MAY kuh)

**join 1.** To come together.

Where do the two rivers *join*?

**2.** To become a member of.

My brother plans to *join* the soccer team.

**join** (JOYN) *verb*, *joined*, *joining*.

**juggler** A person who keeps balls or other objects in continuous motion by skillful tossing and catching. The *juggler* kept four oranges in the air.

**jug•gler** (JUG luhr) *noun*, *plural jugglers*.



**lariat** A long rope with a loop at one end, used to catch animals. The rancher used a *lariat* to rope the calf.

**lar•i•at** (LAR ee uht) *noun*, *plural lariats*.

**lean 1.** To bend; to be at a slant. She had to *lean* out the window to see. **2.** To rest or rely on a person or thing for support. The monkey *leaned* against the branch.

▲ **Synonyms:** bend, tip.

**lean** (LEEN) *verb*, *leaned*, *leaning*.

**lei** A traditional Hawaiian wreath of flowers, leaves, or other material worn around the neck. When we got off the plane in Hawaii, each of us was given a *lei*.

**lei** (LAY) *noun*, *plural leis*.



**lesson** Something to be learned, taught, or studied. Today's math *lesson* was on subtraction.

**les•son** (LES uhn) *noun*, *plural lessons*.

## lean/lucky

**library** A room or a building where books are kept. People can use the books in the *library* or borrow them to take home.

**li•brar•y** (Lĭ brair ee) *noun*, *plural libraries*.

**life** A way of living.

**life** (LĭF) *noun*, *plural lives*.

**limit** The point at which something must end. There was a *limit* on how much candy we could take.

**lim•it** (LIHM iht) *noun*, *plural limits*.

**lonely** Unhappy about being alone. Gabe is *lonely* because all his friends are away.

▲ **Synonyms:** alone, solitary.

**lone•ly** (LOHN lee) *adjective*, *lonelier*, *loneliest*.

**lucky** Having good things happen. I was *lucky* to have won.

**luck•y** (LUK ee) *adjective*, *luckier*, *luckiest*.

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## Mm

**Maurice** (maw REES)

**melt** To change from being hard or solid into being soft or liquid. The ice-cream cone *melted* in the sun.

**melt** (MELT) *verb*, melted, melting.

**memory** 1. The ability to remember things. Aunt Mimi has a good *memory* for dates and never forgets anyone's birthday. 2. A person or thing that is remembered. My summer in camp is one of my happiest *memories*.

**mem•o•ry** (MEM uh ree) *noun*, plural *memories*.

**message** Words or information sent from one person to another. I left a *message* for them to call me when they got home.

**mes•sage** (MES ij) *noun*, plural *messages*.

**mochila** A saddle covering made of hide or leather. *Mochilas* with pockets were used by Pony Express riders.

**mo•chi•la** (moh CHEE luh) *noun*, plural *mochilas*.



**model** A small-sized copy of something. They made a *model* of a castle.

**mod•el** (MOD uhl) *noun*, plural *models*.

**mountain** A very high mass of land. Some people go skiing in the *mountains* for vacation.

▲ **Synonyms:** hill, peak.

**moun•tain** (MOWN tuhn) *noun*, plural *mountains*.

**mustang** A wild horse that lives on the American plains; a bronco. The *mustangs* galloped across the prairie.

**mus•tang** (MUS tang) *noun*, plural *mustangs*.

## Nn

**notice** To see or pay attention to something. Erin *noticed* a rabbit hiding in the bushes.

**no•tice** (NOH tis) *verb*, noticed, noticing.

## Oo

**order** 1. The way in which things are arranged; position. We stood in *order* from oldest to youngest.

2. Clean or neat condition.

Please keep your room in *order*.

*Noun.* 3. To tell to do something;

to command. The police officer

*ordered* us to sit. *Verb.*

**or•der** (OR duhr) *noun*, plural *orders*; *verb*, ordered, ordering.

## Pp

**parent** A mother or a father. My *parents* took us skating.

**par•ent** (PAIR uhnt) *noun*, plural *parents*.

**parrot** A bird with a wide, curved bill, a long, pointed tail, and brightly colored feathers. Amy's pet *parrot* squawked.

**par•rot** (PAR uht) *noun*, plural *parrots*.

**pasture** A field where animals graze. We saw sheep grazing in the *pasture*.

**pas•ture** (PAS chuhr) *noun*, plural *pastures*.



**penguin** A bird whose feathers are black or gray on the back and white on the front. Penguins cannot fly. Their wings look like flippers and are used for swimming. Most penguins live in or near Antarctica. The *penguin* swam toward the iceberg.

**pen•guin** (PEN gwin or PENG gwin) *noun*, plural *penguins*.



**peppermint** A candy that is flavored with peppermint oil, made from the leaves of mint plants. The *peppermint* made my breath taste fresh.

**pep•per•mint** (PEP uhr mint) *noun*, plural *peppermints*.

**pheasant** A large bird that has a long tail and brightly colored feathers.

**pheas•ant** (FEZ uhnt) *noun*, plural *pheasants*.

**planet** Any one of the nine large bodies that revolve around the sun, including Earth. The astronauts safely landed on *planet* Earth.

**plan•et** (PLAN it) *noun*, plural *planets*.

**pocket** A small bag or pouch that is sewn into a garment, suitcase, or purse. *Pockets* are for holding coins and other small things.

**pock•et** (POK iht) *noun*, plural *pockets*.

**pour** To make a liquid flow from one container to another. Dad *poured* soup into our bowls.

**pour** (POR) *verb*, poured, pouring.

**president** The leader of a group of people. We are going to have an election to choose the *president* of our class next week.

**pres•i•dent** (PREZ uh duhnt) *noun*, plural *presidents*.



**promise** To say that you will be sure to do something. Andy *promised* to keep my secret.

**prom•ise** (PROM ihs) *verb*, promised, promising.

**proud** Feeling good about something you have done. Ron was *proud* of the card he made for his mother's birthday.

**proud** (PROWD) *adjective*, prouder, proudest.

## Qq

**quail** A bird that has a plump body and brown or gray feathers often dotted with white.

**quail** (KWAYL) *noun*, plural *quail* or *quails*.

## Rr

**record** 1. An act that is better than all others of its kind. The runner set a *new record* for the race. 2. A written account. The school keeps a *record* of each student's attendance. *Noun.* 3. To set down in writing. *Verb.*

**re•cord** (REK uhrd) *noun*, plural *records*. (rih KORD) *verb*, recorded, recording.

**remember** To think of something again, or still. I will always *remember* my first puppy.

**re•mem•ber** (rih MEM buhr) *verb*, remembered, remembering.



## repair/safety

**repair** To fix or mend something. We *repaired* the broken leg of the table.

**re•pair** (rih PAIR) *verb*, repaired, repairing.



**repeat** To do or say something again. The teacher asked me to *repeat* my answer because he could not hear me.

**re•peat** (rih PEET) *verb*, repeated, repeating.

**rule 1.** A direction that tells what you can and cannot do. One of the *rules* at school is that you cannot run in the halls. *Noun*. **2.** To lead. The queen *ruled* her country well. *Verb*. **rule** (ROOL) *noun*, plural *rules*; *verb*, ruled, ruling.

**rush 1.** To move, go, or come quickly. We *rushed* so we wouldn't be late. *Verb*. **2.** A busy or hurried state. We were in a *rush* to get to the show on time. *Noun*.

**rush** (RUSH) *verb*, rushed, rushing; *noun*, plural *rushes*.



**saddle 1.** A seat for a rider on the back of a horse or similar animal. A saddle is usually made of leather. The rider sat tall in the *saddle*. *Noun*. **2.** To put a saddle on. The cowhand *saddled* the horse. *Verb*. **sad•dle** (SAD uhl) *noun*, plural *saddles*; *verb*, saddled, saddling.

**safety** Freedom from harm or danger. The police work for the *safety* of us all.

▲ **Synonyms:** protection, security.  
**safe•ty** (SAYF tee) *noun*.

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## seal/squeeze

**seal** A mammal that lives in coastal waters and has flippers instead of feet. The *seal* on the iceberg made a barking sound.

**seal** (sihl) *noun*, plural *seals*.

**search** To look carefully for something. Dad had to *search* the house for his keys.

▲ **Synonyms:** seek, hunt.  
**search** (SURCH) *verb*, searched, searching.

**serious 1.** Important. Not paying attention in school is a *serious* matter. **2.** Not joking. Were you *serious* about taking piano lessons?

**se•ri•ous** (SIHR ee uhs) *adjective*.

**Shao** (SHOW)

**shy 1.** Not comfortable around people; bashful. The *shy* child wouldn't come into the room. **2.** Easily frightened; timid. Some animals are *shy* around people. **shy** (SHI) *adjective*, *shyer* or *shier*, *shiest* or *shiest*.

**special** Not like anything else; important. Your birthday is a *special* day. Juan is a *special* friend of mine.

▲ **Synonym:** unique.  
**spe•cial** (SPESH uhl) *adjective*.

**squeeze 1.** To press hard. *Squeeze* the tube of toothpaste from the bottom. **2.** To get by squeezing or applying pressure. I *squeezed* the juice from an orange.

**squeeze** (SKWEEZ) *verb*, squeezed, squeezing.



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## stagecoach/success

**stagecoach** A large, closed carriage pulled by horses, once used for carrying passengers, mail, and baggage. The *stagecoach* slowly bounced over the bumpy road.

**stage•coach** (STAYJ kohch) *noun*, plural *stagecoaches*.



**stampede 1.** A sudden, wild running of a herd of animals. The storm frightened the cattle and caused a *stampede*. *Noun*. **2.** To make a sudden, wild rush. The horses *stampeded* when they heard the helicopter overhead. *Verb*.

**stam•pede** (stam PEED) *noun*, plural *stampedes*; *verb*, stampeded, stampeding.

**statue** A likeness of a person, animal, or thing made of stone, bronze, or clay. The museum had *statues* from ancient Greece.

**stat•ue** (STACH oo) *noun*, plural *statues*.

**stegosaurus** A dinosaur that had bony plates sticking up along its backbone. It ate only plants and walked on all four feet. We saw a *stegosaurus* skeleton at the museum.

**steg•o•sau•rus** (steg uh SOHR uhs) *noun*, plural *stegosauri* (steg uh SOHR i)

**success 1.** A result that has been hoped for. The coach was pleased with the team's *success*.

▲ **Synonym:** achievement.  
**2.** A person or thing that does or goes well. The party was a big *success*.

**suc•cess** (suhk SES) *noun*, plural *successes*.

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## telegraph/Tutu



**telegraph** A system for sending messages in code over long distances by means of electricity. She sent the important message by *telegraph*.

**tele•graph** (TEL uh graf) *noun*, plural *telegraphs*.

**tern** A web-footed seabird similar to a gull. We saw a *tern* fly over the ocean.

**tern** (TURN) *noun*, plural *terns*.

**tornado** A powerful wind storm with funnel-shaped clouds. A *tornado* can cause great destruction.

**tor•na•do** (tor NAY doh) *noun*, plural *tornadoes* or *tornados*.



**trick-or-treat** (TRIHK or treat)

**trouble 1.** A difficult or dangerous situation. The town will be in *trouble* if the dam breaks. *Noun*. **2.** Extra work or effort. We all went to a lot of *trouble* to throw the party. *Noun*. **3.** To disturb. May I *trouble* you for a glass of water? *Verb*.

**trou•ble** (TRUB uhl) *noun*, plural *troubles*; *verb*, troubled, troubling.

**truce** A short halt in fighting, agreed to by both sides, who then try to make peace. Let's declare a *truce* so we can finish our game.

**truce** (TROOS) *noun*, plural *truces*.

**Tutu** (TOO TOO)

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## Uu

**understand** To get the meaning of; to know. I didn't *understand* the teacher's question.

**un•der•stand** (un duhr STAND) *verb*, **understood**, **understanding**.

## Vv

**vaquero** A cowboy, especially of Mexico, South America, or the southwestern United States.

**va•que•ro** (va KAIR oh) *noun*, plural **vaqueros**.

**visit** 1. To go to see. We *visited* them last Sunday. *Verb*. 2. A short stay or call. We paid a *visit* to my old friend. *Noun*.

**vis•it** (VIZ it) *verb*, **visited**, **visiting**; *noun*, plural, **visits**.

## Ww

**weigh** 1. To have an amount of heaviness. I *weigh* 60 pounds.

2. To find out how heavy something is. I *weighed* myself.

**weigh** (WAY) *verb*, **weighed**, **weighing**.

**whisper** 1. To speak in a very quiet voice. The teacher asked the children to stop *whispering*. *Verb*. 2. A soft way of speaking. Grace heard *whispers* in the movie theater. *Noun*.

▲ **Synonym**: murmur.

**whis•per** (WHIS puhrr) *verb*, **whispered**, **whispering**; *noun*, plural **whispers**.

**wild** Not controlled by people; living or growing naturally. There are *wild* animals living on the plains of Africa.

▲ **Synonyms**: free, untamed.

**wild** (WILD) *adjective*, **wilder**, **wildest**.



**wonderful** Amazing, unusual, or very good. At the circus we all stared at the *wonderful* acrobats.

▲ **Synonyms**: marvelous, astonishing. **won•der•ful** (WUN duhr fuhl) *adjective*.

**worry** to feel a little afraid about something. Mom and Dad start to *worry* if we come home late from school.

▲ **Synonyms**: feel anxious, feel troubled. **wor•ry** (WUHR ee) *verb*, **worried**, **worrying**.

**worth** 1. Having the same value as. The old coin is *worth* thirty dollars. *preposition*.

2. The amount of money that something can be exchanged for; value. That jewel's *worth* was set at \$50,000.

**worth** (WURTH) *preposition*, *noun*.

**wriggle** To twist or turn from side to side with short, quick movements; squirm. The snake *wriggled* in the grass.

**wrig•gle** (RIHG uhl) *verb*, **wriggled**, **wriggling**.



**wrong** Not right. His answer to the question was *wrong*.

▲ **Synonym**: incorrect.

**wrong** (RONG) *adjective*.



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## Lemonade Stand

Myra Cohn Livingston

Every summer  
under the shade  
we fix up a stand  
to sell lemonade.

A stack of cups,  
a pitcher of ice,  
a shirtboard sign  
to tell the price.

A dime for the big,  
A nickel for small.  
The nickel cup's short.  
The dime cup's tall.

Plenty of sugar  
to make it sweet,  
and sometimes cookies  
for us to eat.

But when the sun  
moves into the shade  
it gets too hot  
to sell lemonade.

Nobody stops  
so we put things away  
and drink what's left  
and start to play.

## "The Letter"

from *Frog and Toad Are Friends*

by Arnold Lobel

Toad was sitting on his front porch. Frog came along and said, "What is the matter, Toad? You are looking sad."

"Yes," said Toad. "This is my sad time of day. It is the time when I wait for the mail to come. It always makes me very unhappy."

"Why is that?" asked Frog.

"Because I never get any mail," said Toad.

"Not ever?" asked Frog.

"No, never," said Toad. "No one has ever sent me a letter. Every day my mailbox is empty. That is why waiting for the mail is a sad time for me."

Frog and Toad sat on the porch, feeling sad together.

Then Frog said, "I have to go home now, Toad. There is something that I must do."

Frog hurried home. He found a pencil and a piece of paper. He wrote on the paper. He put the paper in an envelope. On the envelope he wrote "A LETTER FOR TOAD."

Frog ran out of his house. He saw a snail that he knew.

"Snail," said Frog, "please take this letter to Toad's house and put it in his mailbox."

"Sure," said the snail. "Right away."

Then Frog ran back to Toad's house. Toad was in bed, taking a nap.

"Toad," said Frog, "I think you should get up and wait for the mail some more."

"No," said Toad, "I am tired of waiting for the mail."

Frog looked out of the window at Toad's mailbox. The snail was not there yet.

"Toad," said Frog, "you never know when someone may send you a letter."



"No, no," said Toad. "I do not think anyone will ever send me a letter."

Frog looked out of the window. The snail was not there yet.

"But, Toad," said Frog, "someone may send you a letter today."

"Don't be silly," said Toad. "No one has ever sent me a letter before, and no one will send me a letter today."

Frog looked out of the window. The snail was still not there.

"Frog, why do you keep looking out of the window?" asked Toad.

"Because now I am waiting for the mail," said Frog.

"But there will not be any," said Toad.

"Oh, yes there will," said Frog, "because I have sent you a letter."

"You have?" said Toad. "What did you write in the letter?"

Frog said, "I wrote 'Dear Toad, I am glad that you are my best friend. Your best friend, Frog.' "

"Oh," said Toad, "that makes a very good letter."

Then Frog and Toad went out onto the front porch to wait for the mail. They sat there, feeling happy together. Frog and Toad waited a long time.

Four days later the snail got to Toad's house and gave him a letter from Frog.

Toad was very pleased to have it.

## Wolf's Favor

by Fulvio Testa

One day Porcupine found a big nut in the forest. Her mouth watered as she thought of how good it would taste. But no matter how hard she tried, Porcupine could not get the nut open. At last she went to see Wolf.

"Good morning, Wolf. How well you are looking this morning," said Porcupine.

Wolf narrowed his eyes and said nothing.

"I wonder if you would do me a favor and open this nut," Porcupine went on. "Your teeth are so strong and sharp, it would only take you a moment."

"You're lucky I have already had my breakfast, Porcupine. Don't you know I could eat you up in one bite?" said Wolf.

At this Porcupine backed away in alarm.

"Wait," said Wolf. "Because I admire your courage, today I will help you." Then he took the nut in his huge mouth and cracked it open with his powerful teeth.

"Thank you," said Porcupine.

"Not at all," answered Wolf, plucking one of her quills. "I don't think I've ever done anyone a favor before. It's been very interesting."

Not wanting to bother Wolf further, Porcupine said good-bye and went off to eat her nut.

It was not long before Squirrel joined her. "How did you get that nut open?" he asked, staring longingly at it.

"Wolf did me a favor and opened it," said Porcupine.

"Wolf did you a favor, all right. He did you a favor not to eat you!" said Squirrel.

But Porcupine only shrugged. Her adventure was over and now she wanted to eat. "There's enough here for two, Squirrel. Have a piece if you'd like."



Quickly, before Porcupine could change her mind, Squirrel took a piece of the nut and went back to his favorite tree. As he ate it, a few crumbs fell.

Then Squirrel heard a loud *caw, caw* and Crow landed near him. Squirrel, of course, knew just why he was there.

"If you want the crumbs, Crow, you can have them," said Squirrel. "Wolf did a favor for Porcupine and Porcupine did a favor for me. Why shouldn't I be generous too?"

"What luck!" thought Crow. Happily he ate the crumbs and then because he was still hungry he flew away to the vineyards.

When he got there, he saw Fox.

"Fox, I know you cannot reach those grapes, so if you'd like I will pick some for you," said Crow.

"Why would you do that?" asked Fox suspiciously.

"Let's just say that everyone has been doing favors for everyone else and it won't hurt to give you some grapes. Especially now that I don't want any myself," said Crow.

*Peck, peck, peck.* Suddenly out came Chicken. But when she saw Fox, she started to run away.

"There's no need to go, Chicken," said Fox, putting the last grape in her mouth. "Because Crow did a favor for me, I've decided to do a favor for you. I won't eat you—at least not today."

Chicken was relieved but so confused that she forgot where she was going and ran around in circles.

Then Snake, who had been watching from a tree, asked Chicken why Fox had not eaten her.

"I really don't understand," she answered. "But it has something to do with a favor done to Crow by Fox or Fox by Crow, I can't remember." And Chicken wandered off, pecking at the ground.

Snake wondered what it would be like to do someone a favor. But he knew very well that the others disliked him and would never ask for his help.

Just then he saw Lamb. "Ah-ha," thought Snake, and he slithered down the tree trunk.

"Good day, Lamb," he said. "I would like to do you a favor. Tell me what you need."

"I don't need anything, really. When I have just a little grass, I am content," answered Lamb.

"I see," said Snake. "Then you must go to a field I know where the grass grows green and tender. It's just on the other side of those trees."

"Thank you," said Lamb, touched by Snake's kindness.

Snake was pleased to have done Lamb a favor and, of course, Lamb was even more pleased when she saw the beautiful field and began to eat the sweet green grass.

Meanwhile, some distance away, Wolf was thinking that the favor he'd done for Porcupine had made him feel so good that he wanted to do one more favor. So instead of hunting for his next meal, Wolf lay down in the hot sunshine to take a little nap.



## Brothers

Charlotte Zolotow

If it weren't for you  
I'd be the only child  
and I could watch any program I wanted on TV  
and keep the light on late at night  
to read in bed.  
No one would know  
if it weren't for you.

I could have a room of my own,  
and I could cry without anyone knowing  
and the dog would be just mine.

But it is true  
I'd be alone with the grown-ups  
*if it weren't for you!*

---

## The Sharks

Douglas Florian

Sharks can park  
Wherever they wish.  
They do not fear  
The other fish.  
Sharks can swim  
Wherever they please.  
On this each other  
Fish agrees.

---



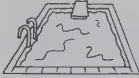
# Lemonade for Sale • PRACTICE

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice **43**

/ü/ oo, ue, ew

Circle the word that names the picture. Write the word.

1.



pool

pal

pool

2.

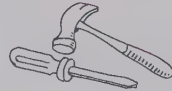


knew

chew

chew

3.



tools

cool

tools

4.



blue

glue

blue

5.



bloom

room

bloom

Book 2 1/Unit 2  
Lemonade for Sale

At Home: Have children make up nonsense rhymes using words with the /ü/ sound.

43

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice **44**

## Vocabulary

Write words from the box to finish the letter.

announced empty melted poured squeezed wrong

Dear Sally,

It is very hot. Today we sold lemonade. We

squeezed the lemons ourselves. We got a lot of

empty paper cups. Then we announced

to everyone that we were ready to sell. Lots of people

came. We poured cup after cup. Only one

thing went wrong. The ice melted!

Still it was lots of fun. We made

some money. You should try it.

Your friend,

Anne

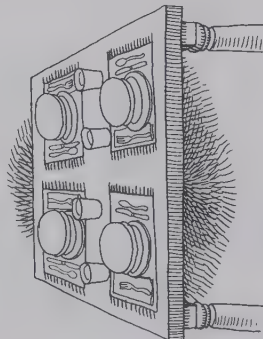
44

At Home: Ask children to write a letter from Anne to Sally telling what happened when she sold lemonade.

Book 2 1/Unit 2  
Lemonade for Sale

McGraw-Hill School Division

## The Great Pancake Contest



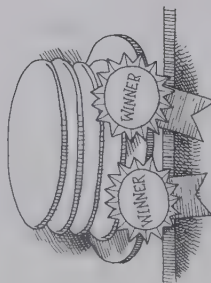
Soon Sue and I were the only eaters left. Sue could eat lots of food! I was so full my face was blue. But I squeezed in a few more bites.

"Is anything wrong?" Mr. Thomas asked. "You two don't look so good."

"No more," we said together.

"Tim and Sue, the winners!" Mr.

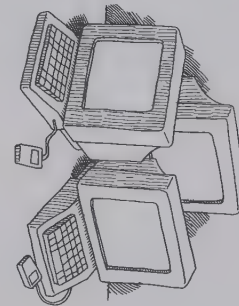
Thomas announced. "And their prizes are these medals and... more pancakes!"



At Home: Have children come up with their own fun ideas for raising money for their school or another good cause.

44

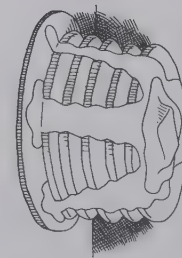
2



"We have to raise money," Mr. Thomas announced. "Any ideas?" "How about a pancake contest?" I yelled.

And that day it was decided. We would ask our families and friends to give the school money for each pancake we ate! Then we could buy new computers for the school.

"Great," said Mr. Thomas. "We will have the contest next Tuesday." When Tuesday came, I made sure my stomach was empty. I needed room for a lot of pancakes. I could smell the melted butter in the pan. Mr. Thomas poured the batter by the spoonful. Then we started eating the first pancakes. "Keep them coming," I said. I poured syrup over my plate.



3

44

Lemonade for Sale McGraw-Hill School Division



# Lemonade for Sale • PRACTICE

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice **45**

## Story Comprehension

Think of the things that happen in "Lemonade for Sale."  
Number the sentences to show the order in which things happen in the story.

- 1 The children decide to sell lemonade.
- 4 On Thursday, hardly any people buy lemonade.
- 2 On Monday, the children set up the lemonade stand.
- 6 Children have enough money to fix the clubhouse.
- 3 On the first day, many people buy lemonade.
- 5 Jed juggles near the lemonade stand.

6 Book 2.1/Unit 2  
Lemonade for Sale

At Home: Have children retell the story in their own words.

45

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice **46**

## Read a Graph

A **pictograph** represents numbers with pictures. Usually the pictures are symbols for the numbers as well as the things being counted.

The pictograph below represents the number of pets that students in various classes had in their homes. Notice that each symbol or picture of a pet stands for 5 pets of that type.

Pets Owned by the Students of the Mountain School



Use the pictograph to answer the questions.

- Which class had the most dogs for pets? Grade 4
- Which class had the smallest number of cats? Grade 2
- Which class had more cats than dogs? Grade 3
- There are some symbols that show only part of a cat or dog.  
Does that mean the students had only part of a pet? no
- What does the partial pet symbol mean? the symbol stands for less than 5 pets

46 At Home: Ask children to write another question based on the pictograph.

Book 2.1/Unit 2  
Lemonade for Sale

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice **47**

## /ü/ oo, ue, ew

Circle the word that completes the sentence. The answers have the same ending sound as in **zoo**, **chew**, and **glue**.

- Mom is cooking \_\_\_\_\_.  
☒ stew  
 drew  
 few
- The wind \_\_\_\_\_.  
☒ blew  
 new  
 drew
- The police looked for a \_\_\_\_\_.  
 glue  
☒ clue  
 Tuesday
- The cow said \_\_\_\_\_.  
 boo  
☒ moo  
 foot
- The bicycle is \_\_\_\_\_.  
 threw  
 few  
☒ new

5 Book 2.1/Unit 2  
Lemonade for Sale

At Home: Have children make up a story using these /ü/ words.

47

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice **48**

## /ü/ oo, ue

Circle the word that completes the sentence. Then write the word on the line.

- He sat on a \_\_\_\_\_.  
☒ stool    food    soon
- We have paper and \_\_\_\_\_ for art class.  
 true    ☒ glue    clue
- The sky was \_\_\_\_\_.  
☒ blue    zoom    due
- I ate it with a \_\_\_\_\_.  
 due    ☒ spoon    boot
- The sun, the \_\_\_\_\_, and the stars are in the sky.  
 tool    cool    ☒ moon
- Look for \_\_\_\_\_ in the backyard!  
 glue    true    ☒ clues
- I put my \_\_\_\_\_ on my feet.  
 clues    blues    ☒ shoes
- That is false! It is not \_\_\_\_\_.  
☒ true    you    boot

48 At Home: Have children choose a /ü/ word to use in a story.

Book 2.1/Unit 2  
Lemonade for Sale



# Lemonade for Sale • PRACTICE

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice **49**

## Problem and Solution

Think about the story "Lemonade for Sale." Put a **P** next to each sentence that tells about a problem. Put an **S** next to each sentence that tells about a solution.

1. **P** The clubhouse is falling down.
2. **P** The children do not have enough money for repairs.
3. **S** The children decide to earn money for repairs.
4. **S** The children plan to sell lemonade for the money they need.
5. **S** Each of the children does something to help the lemonade sales.
6. **P** People stop coming to the lemonade stand.
7. **P** Jed is drawing people away from the lemonade stand.
8. **S** The children have Jed join them.

8 Book 2.1/Unit 2  
Lemonade for Sale

At Home: Have children identify alternate solutions to the problem statements above.

49

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice **50**

## Prefixes

A prefix is a word part that can be added to the beginning of some words. The prefix **re-** means "again."

**re** + open = **reopen**

Reopen means to open again.

Underline the word with the prefix **re-** and circle the prefix. Then write the meaning of the word on the blank line.

1. This lemonade isn't sweet enough, so I will re**mix** a new batch with more sugar.  
**mix again**
2. After the pool is cleaned, it will be re**filled** with clean water.  
**filled again**
3. When her car stopped running, Ms. Lopez tried to re**start** it.  
**start again**
4. After Tom wrote his book report, he re**read** it.  
**read again**
5. Before she mailed the birthday card, Meg re**checked** the address.  
**checked again**
6. When dinner was over, I re**moved** all the plates from the table.  
**moved again**

50

At Home: Help children begin a chart to record any word they find that begins with the prefix **re-**. After each word children should write its meaning.

6 Book 2.1/Unit 2  
Lemonade for Sale



# Lemonade for Sale • RETEACH

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach **43**

/û/ oo, ue, ew

Say these words. What sound do you hear?



spoon



Tuesday



screw

Write the word that names each picture.

1.



boots

loot

glue

boots

2.



crew

hoot

crew

stew

3.



clue

clue

soon

drew

4.



balloon

tool

blue

balloon

5.



blew

glue

blew

root

6.



blue

noodle

new

blue

Book 2 1/Unit 2  
Lemonade for Sale

At Home: Have children rewrite all of the words that were given as choices.

43

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach **44**

## Vocabulary

Find the word from the list that completes each sentence.  
Write the letter for that word on the line.

announced empty melted poured squeezed wrong

1. We c lemonade into a cup. a. announced

2. I knew something was f when it spilled. b. melted

3. Jon a that he was going home. c. poured

4. We e a lemon to get the juice. d. empty

5. Janis filled all the d cups. e. squeezed

6. The hot sun b the ice. f. wrong

44

At Home: Have children write two sentences for one of the words in the box.

Book 2 1/Unit 2  
Lemonade for Sale

44

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach **45**

## Story Comprehension

Read the list of things. Which of these did the children in "Lemonade for Sale" do to make lemonade? Write these sentences in the correct order.

They mixed in sugar.

They set up chairs for customers.

They rented a store.

They shook it up with ice.

They kept track of the number of cups sold.

They squeezed lemons.

What the club members did.

1. They squeezed lemons.

2. They mixed in sugar.

3. They shook it up with ice.

4. They kept track of the number of cups sold.

Book 2 1/Unit 2  
Lemonade for Sale

At Home: Have children write out the steps for making another drink or food item.

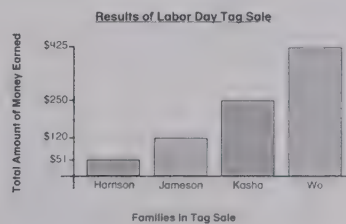
45

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach **46**

## Read a Graph

A bar graph compares numbers.

The bar graph below shows how much money each family on the block made during a tag sale.



Use the bar graph above to answer these questions.

1. Which family made the most money at the tag sale? Wo

2. Which family made the least amount of money at the tag sale?  
Harrison

3. Which family sold \$250 worth of items? Kasha

4. How much money did the Jameson family make? \$120

5. Pretend another family had joined the tag sale and sold \$500 worth of items. Would their bar be bigger or smaller than the ones shown here? bigger

46

At Home: Ask children to add up all the dollar amounts in the chart to find the total amount of money made in the tag sale.

Book 2 1/Unit 2  
Lemonade for Sale

46



# Lemonade for Sale • RETEACH

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach **47**

/ü/ oo, ue, ew

Say these words. What sound do you hear in each word?

spoon

glue

drew

Name each picture. Then write the letters **ew**, **ue**, or **oo** to complete each word.

1.



m oo n

2.



j ew el

3.



bl ue

4.



n oo n

5.



sp oo n

6.



fl ew



Book 2.1/Unit 2  
Lemonade for Sale

At Home: Have children think of words that rhyme with the words they completed.

47

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach **48**

/ü/ oo, ue



hoop

bloom

Circle the word that names each picture. Then write the word.

1.



food

room

food

2.



moon

pool

pool

3.



zoo

boot

boot

4.



glue

true

glue

5.



school

mood

school

6.



roof

broom

broom

48

At Home: Have children write two questions using the words above.

Book 2.1/Unit 2  
Lemonade for Sale



Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach **49**

## Problem and Solution

A difficulty or **problem** can be solved with an idea or **solution**.

The members of the club had problems. They found solutions to those problems.

Each set of pictures shows a problem and a solution. Draw a line from the problem to the solution.

Problem

Solution



Book 2.1/Unit 2  
Lemonade for Sale

At Home: Have children pose solutions to simple problems.

49

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach **50**

## Prefixes

You can add the prefix **re-** to the beginning of some words. This prefix means "again."

**re + fill = refill**

Ben **refills** his glass.

**Refill** means to "fill again."

Read each sentence. Then write the meaning of the word in dark print on the line.

1. Danny will **repack** the bag.

**Repack** means to pack again.

2. The store will **reopen** on Tuesday.

**Reopen** means to open again.

3. Meg **rechecks** the number of cups.

**Rechecks** means to check again.

4. Danny must **rewrite** his book report.

**Rewrite** means to write again.

5. The children will **rebuild** the clubhouse.

**Rebuild** means to build again.

6. Everyone will **rejoin** the new club.

**Rejoin** means to join again.

50

At Home: Help children think of three other verbs that can be formed using the prefix re- and have them use them in new sentences.

Book 2.1/Unit 2  
Lemonade for Sale





## Lemonade for Sale • EXTEND

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend **43**

**/ü/ oo, ue, ew**

Use the code to complete each sentence. Cross out each word as you use it.

spoonful	Tuesday	due	drew	choose
clue	pool	news	balloon	few



a	b	c	d	e	f	h	i	n	o	p	r	s	t	u	w	y
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

1. Is today **14 15 5 13 4 1 7**? **Tuesday**
2. I go to the **11 10 10 8** on hot summer days. **pool**
3. Sam **4 12 5 16** a picture of his family. **drew**
4. The teams will **3 7 10 10 13 5** sides. **choose**
5. Anna heard about the fair on the **9 5 16 13**. **news**

Book 2 1/Unit 2  
Lemonade for Sale

**At Home:** Have children write sentences for the words not crossed out

43

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend **44**

## Vocabulary

Use the words in the box to complete each clue. Then use the clues to complete the puzzle.

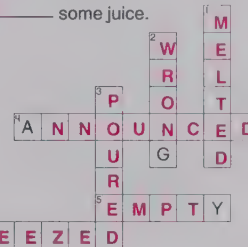
announced	melted	squeezed
empty	poured	wrong

### Across

4. I announced that it was my birthday.
5. Not full, but empty.
6. I squeezed my teddy bear.

## Down

1. The ice melted in the sun.
2. It is wrong to lie.
3. He poured some juice.



**At Home:** Ask children to use each word in a sentence.

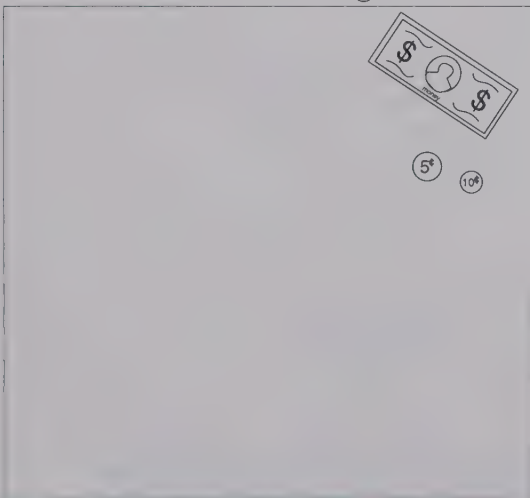
Book 2 1/Unit 2  
Lemonade for Sale

44

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend 

### Story Comprehension

In the story, the members of the club sold lemonade to make money. What's another way for children to make money? Draw a picture. Then write a sentence about your picture.



Children should draw a picture and write a sentence to describe the picture.

Book 2 \* 1142  
Lemonade for Sale

**At Home** Have children create new stones based on what they drew. Encourage them to include details such as what is sold each day and what a bar graph would look like for their daily sales.

45

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend **46**

### Read a Graph

## Our Favorite Pizza Toppings

[illegible]

Read each statement. Use the graph to decide if each one is true or false. If it is true, write **True**. If it is false, write **False** and explain why.

1. The most popular topping is meat.  
**False. The most popular topping is extra cheese.**
2. The least popular topping is peppers.  
**False. The least popular topping is meat.**
3. Two more people like extra cheese than peppers.  
**True**

Write a statement about the graph. Have a friend tell if it is true or false. \_\_\_\_\_

**Answers will vary.**

**At Home** Discuss with children the differences and similarities of graphs they see in newspapers and magazines.

Book 2 Unit 2  
Lemonade for Sale

46



# Lemonade for Sale • EXTEND

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend **47**

**/ü/ oo, ue, ew**

Use a word from the box to answer each question below.

cool      grew      true      flew      spoon

1. What do you use to eat soup? spoon
2. If a bird moved through the air, what did it do? flew
3. If something is not false, what is it? true
4. You wear a hat when the weather is what? cool
5. If someone got bigger, they did what? grew

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Book 2.1/Unit 2  
Lemonade for Sale

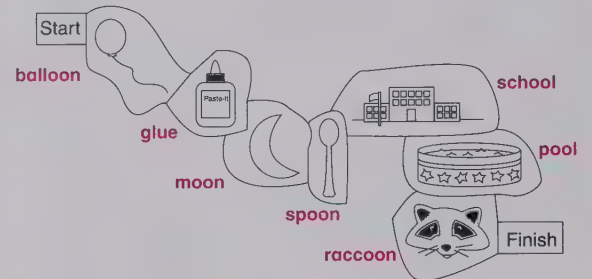
At Home: Have children choose a silly question and illustrate it.

47

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend **48**

**/ü/ oo, ue**

Take turns with a partner. Each look at your own page. Toss a coin. Move one space if you get heads. Move two spaces if you get tails. Give a clue for the object shown on the space. The name of each object has the /ü/ sound in it. Have your partner name it.



McGraw-Hill School Division

At Home: Write the name of each pictured object and have children find it on the game. Take turns writing and reading the words until all have been reviewed.

Book 2.1/Unit 2  
Lemonade for Sale

48

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend **49**

## Problem and Solution

Imagine that your friend's bicycle has a flat tire. Write a note to your friend. Tell one way your friend can get the tire fixed.



Dear \_\_\_\_\_,

---



---



---



---



---



---

**Letters will vary, but should contain a reasonable solution to the problem of a flat tire.**

Your friend,

McGraw-Hill School Division

Book 2.1/Unit 2  
Lemonade for Sale

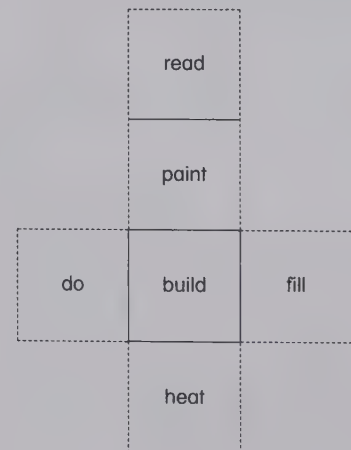
At Home: Have children identify another problem, such as a broken bike helmet, and think of a solution.

49

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend **50**

## Prefixes

Cut on the dotted lines. Fold. Make a cube.



Write **re**. Toss the cube. Make a new word. Write a list of the words you make on another piece of paper. Write a sentence for each new word.

McGraw-Hill School Division

At Home: Have children write a story using old and new words.

Book 2.1/Unit 2  
Lemonade for Sale

50



# Lemonade for Sale • GRAMMAR

Name \_\_\_\_\_ Date \_\_\_\_\_ LEARN GRAMMAR 33

## Nouns

- A **noun** is a word that names a person, place, or thing.

The underlined words are nouns.

My toys are on the floor.

My animals are on the bed.

There is no room for me!



Read the sentences. Underline the nouns.

- Two boys want to have a party.
- One boy goes to the store.
- He will buy ice cream and cake.
- The other boy will buy bananas and balloons.
- The party will begin after school.

5 Book 2 1/Unit 2  
Lemonade for Sale

Extension: Have students write sentences about the party and circle the nouns.

33

Name \_\_\_\_\_ Date \_\_\_\_\_ PRACTICE AND LEARN GRAMMAR 34

## Nouns

- Some nouns name things.
- The underlined nouns are **things**.

Bring the plate to the table.

Put the dish in the sink.

Take the pot off the stove.



Read the sentences. Underline the nouns that are things.

- We bought a sofa and a table.
- The sofa goes in the living room.
- The table goes in the dining room.
- I would like a desk.
- My desk could go near the door.

34 Extension: Have students write a short story using three objects you name, such as a rope, a ladder, and a bird.

5 Book 2 1/Unit 2  
Lemonade for Sale

Name \_\_\_\_\_ Date \_\_\_\_\_ PRACTICE AND REVIEW GRAMMAR 35

## Nouns

- Some nouns are places. The underlined nouns are **places**.

Come to my house.

It is on the corner.

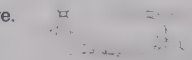
It is near the playground.

Read the sentences. Write the nouns that are places.

- Ben is going to the country.



- My sister is going to the seashore.



- Jack wants to go to a big city.



- Mom wants to go to a farm.



- I go to school.



5 Book 2 1/Unit 2  
Lemonade for Sale

Extension: Have students think of other places and use them in sentences.

35

Name \_\_\_\_\_ Date \_\_\_\_\_ MECHANICS GRAMMAR 36

## Using Commas

- Use commas to separate three or more words in a series.

We bought yellow, red, and blue ribbons.



Read each sentence. Correct it.

Write the corrected sentence on the line.

- I am having a sandwich some milk and an apple.

I am having a sandwich, some milk, and an apple.

- Mom and I bought shoes socks gloves and a scarf.

Mom and I bought shoes, socks, gloves, and a scarf.

- I dusted the table the lamp and the piano.

I dusted the table, the lamp, and the piano.

- Dad washed the forks the knives and the spoons.

Dad washed the forks, the knives, and the spoons.

- The leaves are red orange and yellow.

The leaves are red, orange, and yellow.

36 Extension: Have students think of other series of nouns and write them in sentences with the correct punctuation.

5 Book 2 1/Unit 2  
Lemonade for Sale



# Lemonade for Sale • GRAMMAR

Name \_\_\_\_\_ Date \_\_\_\_\_ TEST GRAMMAR 37

## Nouns

A. Read each sentence. Underline the noun in each one. Then write on the line whether the noun names a person, place, or thing.

1. She is my cousin. person
2. She has a new book. thing
3. She put it in her bedroom. place
4. It is on a big table. thing
5. He drives a car. thing
6. The leaf is green. thing

B. Complete each sentence with nouns that name a person, place, or thing.

7. \_\_\_\_\_ went to the store to buy \_\_\_\_\_.
8. Sandy came back from \_\_\_\_\_ to help them.
9. They bought a new \_\_\_\_\_.
10. She put the apples in a \_\_\_\_\_.

Answers will vary.

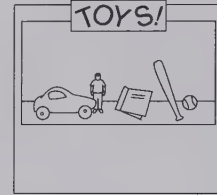
Name \_\_\_\_\_ Date \_\_\_\_\_ MORE PRACTICE GRAMMAR 38

## Nouns

- A **noun** is the name of a person, place, or thing.

### Mechanics:

- Begin every sentence with a capital letter.



Look at the picture.

Write a noun to make a sentence.

1. I see a toy car.
2. Read that book.
3. I hit with a bat.
4. I can catch the ball.



# Lemonade for Sale • SPELLING

Name \_\_\_\_\_ Date \_\_\_\_\_ PRETEST SPELLING 33

## Words with /ü/ oo, ue, ew

### Pretest Directions

Fold back your paper along the dotted line. Use the blanks to write each word as it is said to you. When you finish the test, unfold the paper, and correct any spelling mistakes. Practice those words for the Posttest.

### To Parents,

Here are the results of your child's weekly spelling Pretest. You can help your child study for the Posttest by following these simple steps for each word on the word list:

1. Read the word to your child.
2. Have your child write the word, saying each letter as it is written.
3. Say each letter of the word as your child checks the spelling.
4. If a mistake has been made, have your child read each letter of the correctly spelled word aloud and then repeat steps 1-3.

- |           |            |
|-----------|------------|
| 1. _____  | 1. true    |
| 2. _____  | 2. too     |
| 3. _____  | 3. new     |
| 4. _____  | 4. room    |
| 5. _____  | 5. blew    |
| 6. _____  | 6. tool    |
| 7. _____  | 7. clue    |
| 8. _____  | 8. boot    |
| 9. _____  | 9. few     |
| 10. _____ | 10. school |

### Challenge Words

- \_\_\_\_\_ announced  
 \_\_\_\_\_ empty  
 \_\_\_\_\_ poured  
 \_\_\_\_\_ squeezed  
 \_\_\_\_\_ wrong

Name \_\_\_\_\_ Date \_\_\_\_\_ AT HOME WORD STUDY SPELLING 34

## Words with /ü/ oo, ue, ew

### Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.  
Did you spell the word right?  
If not, go back to step 1.

### Spelling Tip

Think of a word that rhymes with the new word. Rhyming words often have the same spelling pattern.

Example:

c + ool = cool  
t + ool = tool

### Crossword Puzzle

Write the spelling word that best matches each clue. Put the spelling words in the boxes that start with the same number.

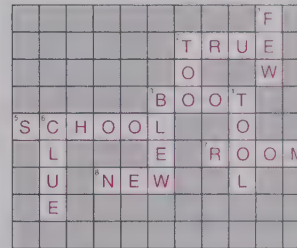
### CROSSWORD CLUES

#### ACROSS

2. right
3. heavy shoe
5. place for learning
7. space
8. not old

#### DOWN

1. not many
2. also
3. puffed, like the wind
4. a hammer is one
6. hint



### To Parents or Helpers:

Using the Word Study Steps above as your child comes across any new words will help him or her spell well. Review the steps as you both go over this week's spelling words. Go over the Spelling Tip with your child. Ask for other words that rhyme with the spelling words. Help your child complete the crossword puzzle.

Name \_\_\_\_\_ Date \_\_\_\_\_ EXPLORE THE PATTERN SPELLING 35

## Words with /ü/ oo, ue, ew

true	new	blew	clue	few
too	room	tool	boot	school

Match each word with a spelling pattern. Write the spelling word on the line.



oo                      ue                      ew

- |                  |                |                |
|------------------|----------------|----------------|
| 1. <u>too</u>    | 6. <u>true</u> | 8. <u>new</u>  |
| 2. <u>room</u>   | 7. <u>clue</u> | 9. <u>blew</u> |
| 3. <u>tool</u>   | 10. <u>few</u> |                |
| 4. <u>boot</u>   |                |                |
| 5. <u>school</u> |                |                |

Name \_\_\_\_\_ Date \_\_\_\_\_ PRACTICE AND EXTEND SPELLING 36

## Words with /ü/ oo, ue, ew

true	new	blew	clue	few
too	room	tool	boot	school

### Fill It In

Complete each sentence with a spelling word.

1. The opposite of false is true.
2. You go to school to learn.
3. A clue can help you find an answer.
4. My bike is new, not old.
5. The opposite of many is few.
6. Dad makes me clean my room once a week.
7. The wind blew the trees down last night.
8. Linda is very bright, and a good worker too.

### Word Building

Be a word builder. Build new words that mean more than one by adding the letter s.

- |                             |                             |
|-----------------------------|-----------------------------|
| 9. room + s = <u>rooms</u>  | 10. clue + s = <u>clues</u> |
| 11. boot + s = <u>boots</u> | 12. tool + s = <u>tools</u> |

Challenge Extension: Scramble the challenge words and write them on the board. Have students unscramble the words.



# Lemonade for Sale • SPELLING

Name \_\_\_\_\_ Date \_\_\_\_\_ PROOFREAD AND WRITE **37**

## Words with /ü/ oo, ue, ew

### Proofreading Activity

There are six spelling mistakes in the letter below. Circle each misspelled word. Write the words correctly on the lines below.

Dear Grandma,

You should see our clubhouse. We fixed it up, and the big rewm now looks noo! Mom gave us a fue fewis to use. Danny painted the walls. Matthew and I helped, few. I can't wait until you visit, so you can see that this is all froo.

Love,  
Meg

1. room 2. new 3. few  
4. tools 5. too 6. true

### Writing Activity

Write sentences about things you like to do outside. Use four spelling words in your sentences. Circle the spelling words you use.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_ POSTTEST **38**

## Words with /ü/ oo, ue, ew

Look at the words in each set. One word in each set is spelled correctly. Use a pencil to color in the circle in front of that word. Before you begin, look at the sample sets of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

### Sample A

- (A) backe  
(B) bac  
(C) back  
(D) bakke

1. (A) troo  
(B) treu  
(C) true  
(D) trew  
2. (E) tue  
(F) too  
(G) tew  
(H) tou  
3. (A) noo  
(B) nue  
(C) nou  
(D) new  
4. (E) room  
(F) ruem  
(G) rewm  
(H) rume  
5. (A) bloo  
(B) blew  
(C) bleu  
(D) bluo

### Sample B

- (F) dance  
(F) danz  
(G) dansce  
(H) dants

6. (E) tewl  
(F) tool  
(G) tule  
(H) tuel  
7. (E) clue  
(B) cloo  
(C) cleu  
(D) clew  
8. (E) beut  
(F) bewt  
(G) boot  
(H) buet  
9. (A) fue  
(B) fwe  
(C) fuw  
(D) few  
10. (E) schewl  
(F) school  
(G) schule  
(H) schole



# A Letter to Amy • PRACTICE

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice **51**

**/ou/ ow, ou and /oi/ oi, oy**



The **boy** joined the **clown** in the **fountain** **outside**.

Write the word from the box that completes the sentence.

loud joyful how boil round

1. The table is round, not square.
2. I asked how, not why.
3. The children were loud, not quiet.
4. We were joyful, not sad.
5. The water will boil, not freeze.

Book 2.1/Unit 2  
A Letter to Amy

At Home: Have children say words that rhyme with those they wrote.

51

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice **52**

**Vocabulary**

Read each sentence. Choose a word from the box that means almost the same thing as the underlined word or words. Write the word on the line.

candles corner glanced repeated special wild

1. Again, the bird said the boy's name.  
repeated
2. The animals in the jungle were not gentle.  
wild
3. Sharon lit the tall sticks of wax with a match.  
candles
4. Let's meet at the place where John Street and Main Street meet.  
corner
5. Peter quickly looked at the sign.  
glanced
6. That is not an ordinary shirt.  
special

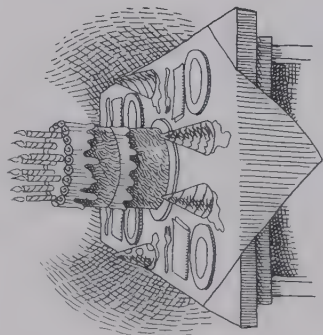
52

At Home: Ask children to rewrite the sentences with the words they chose as answers.

Book 2.1/Unit 2  
A Letter to Amy

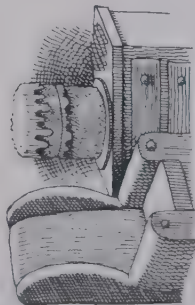
52

## Oh, Brother



Suddenly, Nora noticed the cake in the corner. Then she *glanced* at Tommy. "Tommy!" she shouted. Tommy had eaten all the roses off the cake.

"I'm sorry," Tommy cried. Sally looked at Nora. "Don't be mad. I have a brother just like Tommy. But I still love him." The two girls laughed. "Oh, brother!" they said together.



At Home: Have children look at things that they would like to have at their own birthday party.

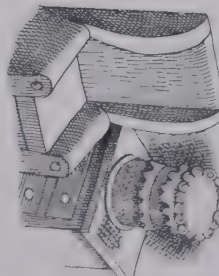
52a

2



"My birthday is coming," said Nora. "Can I have a big party?" "Don't forget to ask Tommy," said her mother. Tommy was Nora's brother. "He will spoil my special day!" said Nora. "He is too wild. He will run around and tease my new friend!" "He is just a small boy," said her mother. "He will be sad if you do not ask him."

A lot of people came to the party. Nora's mother put the cake and *candles* in a corner so they would be safe. Nora played with her new friend Sally. All the while, Tommy ran around the two girls. "Sally, Sally, Sally!" he repeated as he ran around Nora and Sally.



52b



# A Letter to Amy • PRACTICE

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice **53**

## Story Comprehension

Read each question. Fill in the circle in front of the answer.

- Who did Peter write a letter to?  
☐ his mother   ☐ the boys   ☒ Amy
- Why did Peter write the letter?  
☐ to tell the boys about a camping trip  
☒ to invite Amy to his birthday party  
☐ to tell his mother about a meeting at school
- When was Peter's party?  
☐ Friday at 3   ☐ Tuesday at 5   ☒ Saturday at 2
- What happened to the letter when Peter went to mail it?  
☒ The wind blew it out of Peter's hand.  
☐ Peter lost the letter.  
☐ Peter left the letter at home.
- Who did Peter bump into when he was chasing the letter?  
☒ Amy   ☐ the boys   ☐ a dog
- How did Amy get the letter?  
☐ Peter handed it to her.  
☒ Peter mailed it to her.  
☐ Peter's mother brought it to Amy's house.

Book 2 1/Unit 2  
A Letter to Amy

At Home: Encourage children to discuss Peter's mixed-up feelings about inviting Amy to his birthday party.

53

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice **54**

## Mail a Letter

Read the following paragraph. It describes step-by-step how mail is delivered.

First, a truck takes the letter to the local post office. Then the postal workers sort the letters. Next, the carriers deliver the mail to the addresses shown on the envelopes. Then a person picks up his or her mail. Finally, the letter is opened.

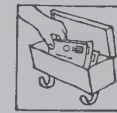
Look at the illustrations. Put them in the correct order using the numbers 1–5, with 1 being the first step in the mailing process and 5 being the last.



3



2



4



5



1

54

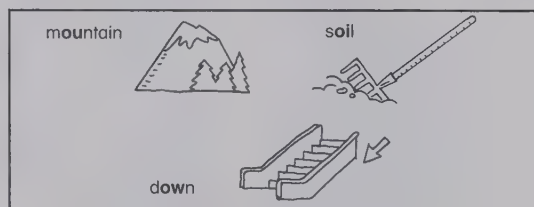
At Home: Ask children to make up a story about someone mailing a letter.

Book 2 1/Unit 2  
A Letter to Amy

5

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice **55**

## /ou/ ow, ou and /oi/ oi, oy



Read each word. Then unscramble the letters to make a word that rhymes.

- soil      lio      oil
- gown      nclwo      clown
- blouse      soehu      house
- join      inco      coin
- found      onusd      sound
- noise      ysbo      boys

Book 2 1/Unit 2  
A Letter to Amy

At Home: Have children recite a sentence for each word they write.

55

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice **56**

## /ou/ ow, ou; /oi/ oi, oy; /ü/ ew

Write a word from the box to complete each rhyme.

down    flew    sound    toy    spoil    mouse

- Playing with this toy  
fills me with joy.
- A little white mouse  
lives under my house.
- Would you frown  
if you fell down?
- The wind blew  
and the birds flew.
- The howling sound  
was made by a hound.
- Wrap the food in foil  
or else it will spoil.

56

At Home: Have children make up a rhyme using one of the following word pairs: crown/town, found/ground.

Book 2 1/Unit 2  
A Letter to Amy

6



# A Letter to Amy • PRACTICE

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice **57**

## Make Inferences

Read the riddles. Then write the place name that solves each riddle.

1. I watch the monkey. Then I see the seals in their pool. Where am I? zoo
2. When the bell rings, I sit down. I look on my desk and open my reading book. Where am I? school
3. I feed the birds. I play on the swings. Then I sit on a bench and eat lunch. Where am I? park
4. When the lights go down, I stop talking. Everyone is eating popcorn and watching the show. Where am I? movie theater
5. I jump in the water and swim to the side. The lifeguard waves to me. Where am I? swimming pool

5 Book 2 1/Unit 2  
A Letter to Amy

At Home: Ask children to identify specific clues that helped them answer each riddle.

57

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice **58**

## Compound Words

Two small words make up a **compound word**. You can learn the meaning of a compound word from the meaning of each small word in it.

rain + coat = raincoat

Lee wore her **raincoat** in the storm.

Circle the compound word. Then write the two small words in the compound word.

1. I will go to Willie's birthday party on Saturday.  
birth day
2. Someone found my book and returned it to me.  
some one
3. Anne put all the letters in the green mailbox on the corner of Oak Street.  
mail box
4. All the children played outdoors because it was so warm.  
out doors
5. Lisa found a starfish in the sand at the beach.  
star fish
6. Everybody came to our class play on Friday.  
every body

58

At Home: Help children to list as many compound words as they can think of. Ask them to circle the small words in each compound.

6 Book 2 1/Unit 2  
A Letter to Amy



# A Letter to Amy • RETEACH

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach **51**

## /ou/ ow, ou and /oi/ oi, oy

Say these words. What sound is the same in both?



sound



clown

Circle the two rhyming words in each sentence. Then write the two words.

1. A mouse ran in the house.

mouse

house

2. Martha wore a brown gown.

brown

gown

3. They drilled for oil in the soil.

oil

soil

4. Let's enjoy our new toy.

enjoy

toy

5. The people were proud and the cheers were loud.

proud

loud

5 Book 2.1/Unit 2  
A Letter to Amy

At Home: Have children say words that rhyme with those they wrote.

51

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach **52**

## Vocabulary

Choose a word from the box that matches each clue.  
Write the word on the line.

candles corner glanced repeated special wild

- something different or very good special
- said something over and over repeated
- gave a quick look glanced
- not tame wild
- where two walls meet corner
- these burn to give light candles

52

At Home: Have children write a story with three of the vocabulary words.

Book 2.1/Unit 2  
A Letter to Amy

McGraw-Hill School Division

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach **53**

## Story Comprehension

Write sentences to describe each picture.



Peter is writing a letter to Amy. He is inviting her to his party.



A strong wind blows the letter out of Peter's hand.



Peter bumps into Amy. He is reaching for the letter.



Amy comes to the party. She carries a parrot in a cage.

4 Book 2.1/Unit 2  
A Letter to Amy

At Home: Have children retell other events from the story.

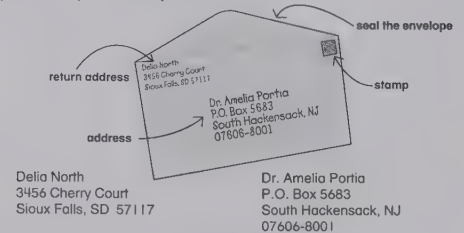
53

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach **54**

## Mailing a Letter

To mail a letter you have to write the address on the envelope.  
Every letter also needs a return address and a stamp.

Study the sample envelope shown below.



Answer the questions below with the sample letter shown above.

- Who wrote this letter? Delia North
- To whom was it sent? Dr. Amelia Portia
- What is needed to mail a letter? a stamp
- What two zip codes are found on this letter? 57117  
and 07606-8001
- What two states are shown on this letter? SD and NJ  
(or South Dakota and New Jersey)

54

At Home: Have children address an envelope to someone they know.

Book 2.1/Unit 2  
A Letter to Amy

McGraw-Hill School Division



# A Letter to Amy • RETEACH

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach **55**

/ou/ ow, ou and /oi/ oi, oy

Read the words. Listen to the sounds made by the letters in dark type.



announce



enjoy

Write the word from the box that names the picture.

point count frown spoiled

1.



count

2.



frown

3.



spoiled

4.



point

Book 2.1/Unit 2  
A Letter to Amy

At Home: Have children identify words in magazines with the above sounds.

55

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach **56**

/ou/ ow, ou; /oi/ oi, oy; /ü/ ew



house

ou ew ow

Name each picture. Circle the letters that complete the name. Then write these letters on the line.

1.



oy

ow

ou

cl ou d

2.



ou

ew

oy

t oy s

3.



oi

ow

ew

cl ow n

4.



oi

oy

ew

c oi n

5.



ou

oy

ew

ch ew

56

At Home: Have children write a sentence for each word above.

Book 2.1/Unit 2  
A Letter to Amy

5

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach **57**

## Make Inferences

Use word clues to help you figure out parts of the story that are not stated directly in the story.

Ted worked hard.

He swam in the race.

He won. Everyone cheered for him.

Ted was \_\_\_\_\_.

☒ happy

☐ sad

☐ scared

Read each story. Then fill in the circle next to the answer.

Jill's zipper broke on her coat. It is a long walk home in the snow. Jill starts to shiver.

1. Jill is \_\_\_\_\_.

☐ afraid

☒ cold

☐ excited

Bob ran five miles on the track. Then he went to work. Bob can hardly keep his eyes open.

2. Bob is \_\_\_\_\_.

☐ happy

☐ upset

☒ tired

Tina can't find her mother in the store. She looks all around. Soon she starts to cry.

3. Tina is \_\_\_\_\_.

☒ scared

☐ cheerful

☐ hot

Sam's cat is lost. Sam puts signs all around town. He asks if anyone has seen his pet. He looks for him every day.

4. Sam is \_\_\_\_\_.

☐ excited

☐ sleepy

☒ worried

Book 2.1/Unit 2  
A Letter to Amy

At Home: Encourage children to think of another possible inference for each story.

57

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach **58**

## Compound Words

A **compound word** is made up of two smaller words.

Think about what each small word in a compound word means. Then you will better understand the meaning of the compound word.

Ann will have a **birthday** party.

**birth + day = birthday**

**Birthday** means "day of birth."

Read each sentence. Then fill in the blank with the correct word from the box.

snowman doghouse mailbox moonlight homework raincoat

1. A raincoat is a coat to wear in the rain.

2. A mailbox is a box for mail.

3. The light of the moon is called moonlight.

4. A snowman is snow made to look like a person.

5. Work you do at home is called your homework.

6. A doghouse is a house for a dog.

58

At Home: Help children make a list of five compound words and give their meanings. Ask them to circle each small word in the compound words.

Book 2.1/Unit 2  
A Letter to Amy

6



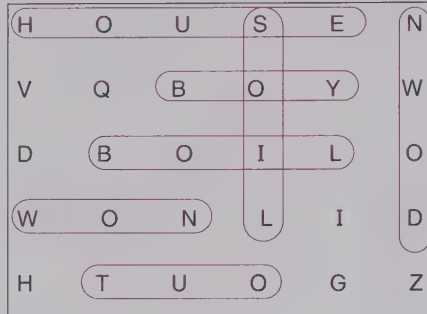
# A Letter to Amy • EXTEND

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend **51**

**/ou/ ow, ou and /oi/ oi, oy**

down house boy soil now out boil

The words are hidden in the square. See if you can find all of them. Start at any letter. Move from space to space in any direction to spell a word.



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Book 2 1/Unit 2  
A Letter to Amy

At Home: Have children write and illustrate sentences using the words they found.

51

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend **52**

**Vocabulary**

Read the letter. Complete each blank with a word from the box.



repeated corner wild glanced candles special

Dear Grandma,

Do you know what **special** day is coming up?

My birthday! This year I will have 8 **candles**

on my cake. I am going to have a party with everyone from my class. Mom **repeated** all the rules about

how to behave at a party. I promised her that we won't get **wild**. I just **glanced** outside

and saw a mailbox on the **corner**. I can go mail this letter right now.

Love,  
Andrea



At Home: Give a clue for one of the words. Have children point to the word, read it, and use it in a sentence. Use clues such as the following: A square has four sides and four of these. (corners)

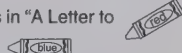
Book 2 1/Unit 2  
A Letter to Amy

52

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend **53**

**Story Comprehension**

Draw a cartoon that shows what happens in "A Letter to Amy." Write a sentence for each picture.




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Book 2 1/Unit 2  
A Letter to Amy

At Home: Have children talk about their own birthdays. Encourage them to talk about what they like to do on that day.

53

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend **54**

**Mail a Letter**

Draw a picture for each sentence. Write, 1, 2, or 3 in the box to put the story in order.

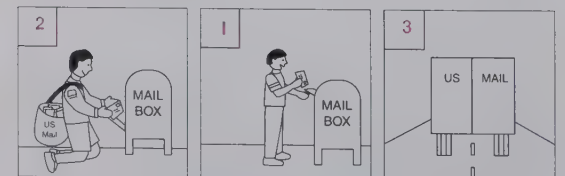
2	1	3

The workers at the Post Office sort the mail.

The letter carrier picks up letters from the mailbox.

The letter carrier delivers the mail.

Write a sentence for each picture. Write, 1, 2, or 3 in the box to put the story in order.



Sentences will vary.

At Home: Help children write a letter to a friend or relative and address it. Have children mail their letters and discuss the route the letters will take.

Book 2 1/Unit 2  
A Letter to Amy

54

McGraw-Hill Education

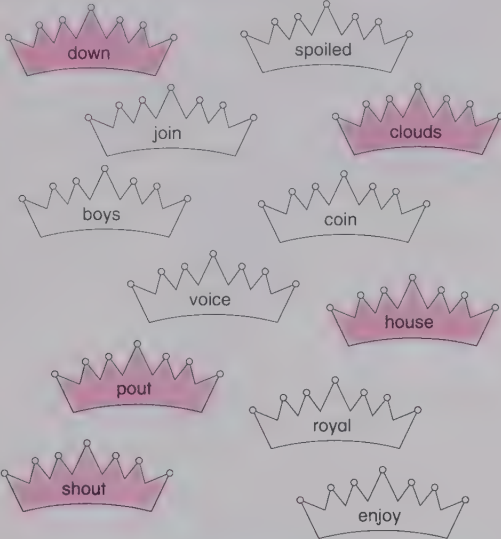


# A Letter to Amy • EXTEND

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend **55**

## /ou/ ow, ou and /oi/ oi, oy

Color the crowns that have words with the same middle sound as the words **crown** and **proud**.



Choose one word. Use it in a sentence.  
**down, clouds, pout, house, and shout.**

Book 2 1/Unit 2  
A Letter to Amy

At Home: Have children create sentences using the words from crowns they haven't colored

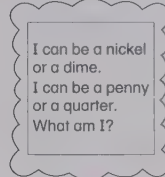
55

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend **56**

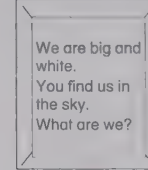
## /ou/ ow, ou; /oi/ oi, oy; /ü/ ew

Read each riddle. Write the answer.  
Use words from the box.

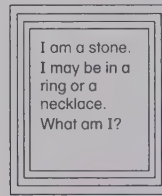
coin clouds cowboy town jewel



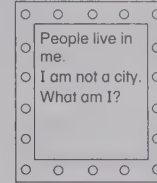
coin



clouds



jewel



town

Find the word in the box that you did not use. Write a riddle for it on a piece of paper.

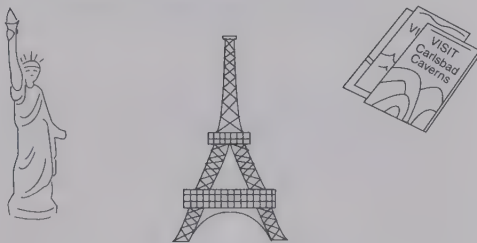
At Home: Write oil, chew, house, and flower on a piece of paper. Have children choose a word, create a riddle for it, and ask someone to solve it

Book 2 1/Unit 2  
A Letter to Amy

56

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend **57**

## Make Inferences



Is there a place you'd really like to visit? Write some facts about it, but don't write the name of it. Have someone read your facts and guess where you would like to go. Ask him or her to tell you which clues helped the most.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Book 2 1/Unit 2  
A Letter to Amy

At Home: Take turns describing and guessing other places to visit. Encourage children to identify specific clues that helped them guess the places described

57

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend **58**

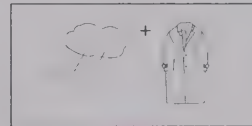
## Compound Words

Each pair of pictures stands for a word. Read the words in the box. Write each word under the pictures it matches.

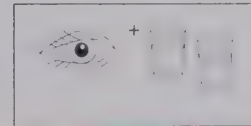
basketball  
eyeglasses

starfish  
cowboy

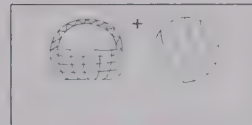
raincoat  
earring



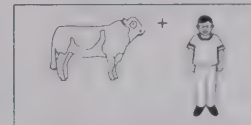
raincoat



eyeglasses



basketball



cowboy

Choose a word from the box that you did not use. Draw pictures for it. Have a friend guess the word.

Children will draw a star and a fish or an ear and a ring.

At Home: Have children look through books and list the compound words they find

Book 2 1/Unit 2  
A Letter to Amy

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# A Letter to Amy • GRAMMAR

Name \_\_\_\_\_ Date \_\_\_\_\_ LEARN GRAMMAR 39

## Plural Nouns

- A **singular** noun names one person, place, or thing.
- A **plural** noun names more than one person, place, or thing.
- Add **-s** to form the plural of most singular nouns.

The two boys smiled.

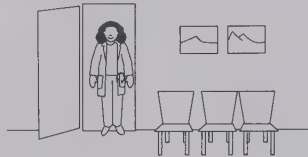
Both towns are nearby.

people

places

I ate two apples.

things



Write the plural of each noun.

1. Please give me your chair. chairs
2. Put it in the corner. corners
3. The doctor is late. doctors
4. She is coming to the office. offices

4 Book 2.1/Unit 2  
A Letter to Amy

Extension: Have students give the plural form of objects you hold up, pictures you show them, or words you call out.

39

Name \_\_\_\_\_ Date \_\_\_\_\_ PRACTICE AND LEARN GRAMMAR 40

## Write Plural Nouns

- Add **-es** to form the plural of nouns that end with **s, sh, ch, or x**.
- To form the plural of nouns ending in a consonant and **y**, change **y** to **i** and add **-es**.
- Some nouns change their spelling to name more than one.

Look at the words beside each picture.  
Circle the word that means more than one.

child children



glass glasses



box boxes



foot feet



penny pennies



40

Extension: Have students give the plural form for animals you name.

Book 2.1/Unit 2  
A Letter to Amy

5

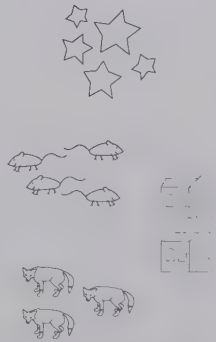
Name \_\_\_\_\_ Date \_\_\_\_\_ PRACTICE AND REVIEW GRAMMAR 41

## Write More Plural Nouns

- A **singular noun** names one person, place, or thing.
- A **plural noun** names more than one person, place, or thing.
- Add **-s** to form the plural of most singular nouns.
- Add **-es** to form the plural of nouns that end with **s, sh, ch, or x**.
- To form the plural of nouns ending in a consonant and **y**, change the **y** to **i** and add **-es**.
- Some nouns change their spelling to name more than one.

Write the plural of each noun.

1. star stars
2. sky skies
3. mouse mice
4. tooth teeth
5. boy boys
6. box boxes
7. church churches
8. bush bushes
9. candy candies
10. fox foxes



10 Book 2.1/Unit 2  
A Letter to Amy

Extension: Have students suggest other nouns that end with **y** and write the plural form of each one.

41

Name \_\_\_\_\_ Date \_\_\_\_\_ MECHANICS GRAMMAR 42

## Letter Writing

- Begin the greeting and closing in a letter with a capital letter.
- Use a comma after the greeting in a letter.
- Use a comma after the closing in a letter.

Write the letter on the lines.


Use capital letters and commas where they belong.

dear amy

I have not seen you for a long time. Please visit me soon.

your friend

jan



**Dear Amy,**

**I have not seen you for a long time.**

**Please visit me soon.**

**Your friend,**

**Jan**

42

Extension: Have students write their own letters and exchange them with partners for proofreading.

Book 2.1/Unit 2  
A Letter to Amy

6



# A Letter to Amy • GRAMMAR

Name \_\_\_\_\_ Date \_\_\_\_\_ TEST GRAMMAR 43

## Plural Nouns

Read each question. Mark your answer.

1. Which sentence has a plural noun?

- ☐ Ⓐ Did you see my cat?
- ☐ Ⓑ I looked all over the house.
- ☒ Ⓒ Cats know where to hide.

2. Which sentence has a plural noun?

- ☐ Ⓐ The girl looked under the chair.
- ☐ Ⓑ The boy looked under the table.
- ☒ Ⓒ The women looked in the den.

3. Which sentence has a plural noun?

- ☐ Ⓐ Who made this mess?
- ☒ Ⓑ Get some rags and clean it up.
- ☐ Ⓒ Someone will be here soon.

4. Which sentence has a plural noun?

- ☒ Ⓐ The boxes are still dry.
- ☐ Ⓑ The boy's coat got wet.
- ☐ Ⓒ The glass got wet too.

Name \_\_\_\_\_ Date \_\_\_\_\_ MORE PRACTICE GRAMMAR 44

## Plural Nouns

- Add -s to most nouns to name more than one.
- Add -es to nouns that end with s, ss, ch, sh, or x.

Read the sentences aloud. Then fill in the plural nouns.

1. The bus is late.

The buses are late.

2. I am looking for my watch.

We are all looking at our watches.

3. I have one class today.

I have two classes today.

4. My teacher is waiting.

My teachers are waiting.

5. Here comes a van.

Here come two vans.



# A Letter to Amy • SPELLING

Name \_\_\_\_\_ Date \_\_\_\_\_ PRETEST SPELLING 39

## Words with /ou/ -ou-, -ow; and /oi/ -oi-, -oy

### Pretest Directions

Fold back your paper along the dotted line. Use the blanks to write each word as it is said to you. When you finish the test, unfold the paper, and correct any spelling mistakes. Practice those words for the Posttest.

### To Parents,

Here are the results of your child's weekly spelling Pretest. You can help your child study for the Posttest by following these simple steps for each word on the word list:

1. Read the word to your child.
2. Have your child write the word, saying each letter as it is written.
3. Say each letter of the word as your child checks the spelling.
4. If a mistake has been made, have your child read each letter of the correctly spelled word aloud and then repeat steps 1-3.

- |           |            |
|-----------|------------|
| 1. _____  | 1. down    |
| 2. _____  | 2. out     |
| 3. _____  | 3. point   |
| 4. _____  | 4. joy     |
| 5. _____  | 5. house   |
| 6. _____  | 6. now     |
| 7. _____  | 7. coin    |
| 8. _____  | 8. loud    |
| 9. _____  | 9. brown   |
| 10. _____ | 10. cowboy |

### Challenge Words

- |       |          |
|-------|----------|
| _____ | candles  |
| _____ | glanced  |
| _____ | repeated |
| _____ | special  |
| _____ | wild     |

Book 2.1/Unit 2  
A Letter to Amy

39

Name \_\_\_\_\_ Date \_\_\_\_\_ AT-HOME WORD STUDY SPELLING 40

## Words with /ou/ ow, ou and /oi/ oi, oy

### Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.  
Did you spell the word right?  
If not, go back to step 1.

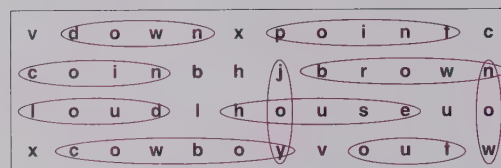


### Spelling Tip

Break the word into word parts or syllables.  
Example:  
cow + boy = cowboy

### Find and Circle

Where are the spelling words?



### To Parents or Helpers:

Using the Word Study Steps above as your child comes across any new words will help him or her spell well. Review the steps as you both go over this week's spelling words.  
Go over each Spelling Tip with your child. Help your child break other words into word parts or syllables.  
Help your child find and circle the spelling words in the puzzle.

40

Book 2.1/Unit 2  
A Letter to Amy

40

Name \_\_\_\_\_ Date \_\_\_\_\_ EXPLORE THE PATTERN SPELLING 41

## Words with /ou/ -ou-, -ow; and /oi/ -oi-, -oy

down	point	house	coin	brown
out	joy	now	loud	cowboy

### Mail a Letter

Fill in the blanks below with spelling words that match each spelling pattern. One word will be used twice!

- |          |           |            |         |
|----------|-----------|------------|---------|
| ou       | oy        | oi         | ow      |
| 1. out   | 4. joy    | 6. point   | 8. down |
| 2. house | 5. cowboy | 7. coin    | 9. now  |
| 3. loud  |           | 10. brown  |         |
|          |           | 11. cowboy |         |

### Spelling Patterns

Which spelling of /oi/ is usually found at the end of a word or syllable?

12. oy

Which spelling of /oi/ is found in the middle of a word?

13. oi

Which spelling of /ou/ may appear at the end of a word or syllable?

14. ow

Which spelling of /ou/ appears at the beginning or in the middle of a word?

15. ou

Book 2.1/Unit 2  
A Letter to Amy

41

Name \_\_\_\_\_ Date \_\_\_\_\_ PRACTICE AND EXTEND SPELLING 42

## Words with /ou/ -ou-, -ow; and /oi/ -oi-, -oy

down	point	house	coin	brown
out	joy	now	loud	cowboy

Write the spelling word to complete each sentence below.

1. Peter had a birthday party at his house.
2. His mom gave him a pair of cowboy boots.
3. The toe of each boot came to a sharp point.
4. Sam gave Peter an old silver coin.
5. Peter's mom brought out a dark brown chocolate cake.
6. There was a loud shout of "Happy Birthday!"
7. "Blow the candles out," said his mom.
8. Peter blew so hard the candles fell down.
9. "Let's eat right now," said Peter.
10. The house was filled with happiness and joy.



### Word Building

Be a word builder. Put the words together. Write the new words you can make.

11. dog + house = doghouse 12. out + side = outside

Challenge Extension: Have children make up a little story using as many of the challenge words as they can.

42

Book 2.1/Unit 2  
A Letter to Amy

42



# A Letter to Amy • SPELLING

Name \_\_\_\_\_ Date \_\_\_\_\_ PROOFREAD AND WRITE SPELLING 43

## Words with /ou/ -ou, -ow; and /oi/ -oi, -oy

### Proofreading Activity

There are six spelling mistakes in the party invitation below. Circle each misspelled word. Write the words correctly on the lines below.

Please come to my birthday party on Friday. Come as soon as school is owf. I live in a brounhowse on First Street. A real cowboi will be there. He will do rope tricks and sing lowd songs. We'll have ice cream and cake. Bring this lucky coyne, and you might win a special prize!

1. out 2. brown 3. house  
4. cowboy 5. loud 6. coin

### Writing Activity

Write a short story about what Peter's party was like. Use four of the spelling words in your story. Circle the spelling words you use.

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Name \_\_\_\_\_ Date \_\_\_\_\_ POSTTEST SPELLING 44

## Words with /ou/ -ou, -ow; and /oi/ -oi, -oy

Look at the words in each set. One word in each set is spelled correctly. Use a pencil to color in the circle in front of that word. Before you begin, look at the sample sets of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

### Sample A

- (A) onlee  
(B) onley  
(C) only  
(D) onely

1. (C) now  
(B) noow  
(C) noy  
(D) nou  
2. (E) doun  
(C) down  
(A) doyn  
(H) dowun  
3. (C) out  
(B) ouwt  
(C) owte  
(D) owt  
4. (E) poynt  
(F) payint  
(G) poyt  
(C) point  
5. (A) joiy  
(C) joy  
(C) joi  
(D) joye

### Sample B

- (E) teche  
(F) teeoh  
(C) teach  
(H) taech

6. (C) house  
(F) howse  
(G) hous  
(H) hows  
7. (A) coyn  
(B) coyne  
(C) coine  
(C) coin  
8. (E) loude  
(C) loud  
(A) lowd  
(H) lowde  
9. (A) broyn  
(B) browne  
(C) brown  
(D) broun  
10. (E) couboy  
(F) cowboi  
(C) cowboy  
(H) couboi



# The Best Friends Club • PRACTICE

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice **59**

*/â/ are; /ôr/ or, ore; /îr/ ear*

Circle the missing letters. Then write them.  
Read the word.

1.

ear ore

st ore



2.

are ear

h ear



3.

or are

c or n



4.

or are

sp are



5.

ore ear

c ore



McGraw-Hill School Division

5 Book 2 1/Unit 2  
The Best Friends Club

At Home: Have children use each written word in a sentence.

59

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice **60**

## Vocabulary

Choose a word from the box to finish each sentence. Write the answers in the puzzle.

president promise rules allowed leaned whispered

### Across

2. Marie is the \_\_\_\_ of

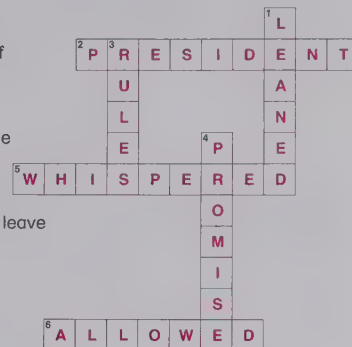
the club.

5. Mark \_\_\_\_ the name

in Tom's ear.

6. We are not \_\_\_\_ to leave

until 3 o'clock.



### Down

1. Judy \_\_\_\_ to the left to see better.

3. Our club has only four \_\_\_\_.

4. I \_\_\_\_ to bring a gift to the party.

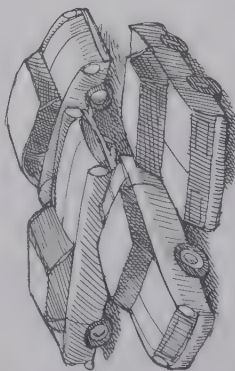
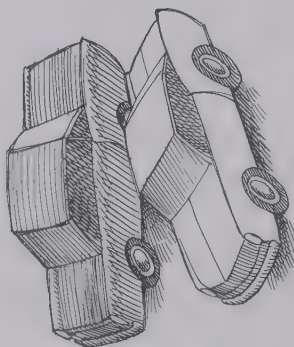
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At Home: Invite children to make a word search puzzle using some or all of the words in the box.

Book 2 1/Unit 2  
The Best Friends Club

McGraw-Hill School Division

## The Car Club

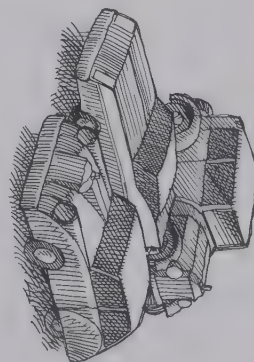


"Max's club sounds like fun," Jim said. "We can play on Beth's porch and play with Lisa's cars, too."  
"But you are breaking your promise to be in my club," Mike said. "I do not like your rules," said Jim. "You can be president by yourself."  
"I see what you mean," said Mike. "Care if I join your club?"  
"Bringing your cars!" said Max.

At Home: Ask your child why Max didn't want to join Mike's car club. Why might Mike have wanted to be president? Why did Jim say he would join Max's club?

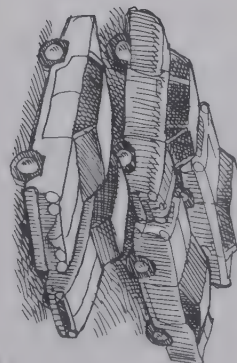
60a

2



"Let's start a toy car club," said Mike. "Great," said Jim. "I have a lot of toy cars. Can we ask Lisa, too?"  
"No girls allowed," said Mike. "Why not?" asked Jim.  
"Because I said so," said Mike. "Who are you to say so?" asked Jim.  
"I am the president of the club," said Mike.

The Best Friends Club • The Best Friends Club



"Well, can I ask Max?" Jim asked. "Yes," said Mike. "He has even more cars than I do."  
Jim leaned over near Max and told Max the rules. Then he asked, "Do you want to join our club?"  
"No," Max whispered to Jim. "Mike is a mean boy. Beth and Lisa are more fun. I like to share my cars with them. We will start our own club."

60b



# The Best Friends Club • PRACTICE

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice **61**

## Story Comprehension

Think about "The Best Friends Club." Then fill in the chart below. **Answers may vary.**

1. Main Characters (who): Lizzie and Harold
2. Problem: Harold wants Douglas to join the club.  
Lizzie does not want Douglas to join.
3. What happens: Harold quits the club.
4. What happens next: Lizzie decides to have her own club.
5. Ending: Lizzie, Harold, and Douglas form the No Rules Club.

5 Book 2.1/Unit 2  
The Best Friends Club

At Home: Have the children use the chart when retelling the story.

61

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice **62**

## Use a Diagram

Study the **diagrams** below. They show part of a string game called cat's cradle. One person loops string around his or her fingers to create a pattern of X shapes inside a circle. Another person changes the pattern to a pattern called the soldier's bed.



Study these diagrams and answer the following questions.

1. How many fingers does the string loop around in the first step?  
8: 4 on each hand
2. What part of the string is pinched in step 2?  
the X shapes
3. How many people are needed to change the pattern? two
4. Why do you think the final design is called the soldier's bed?  
Answers will vary but accept something about how it looks like a bed or webbing that could be slept in.

62 At Home: Play a game of cat's cradle with children.

Book 2.1/Unit 2  
The Best Friends Club

4

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice **63**

*/ârl/ are; /ôr/ or, ore; /îr/ ear*

Complete each sentence with a word from the box.

bare	clear	born
year	hear	snore

1. Fill in the day, month, and year.
2. He was walking on his bare feet.
3. Listen to the sleeping man snore.
4. When were you born?
5. Can you hear the singing birds?
6. The water is so clear.

6 Book 2.1/Unit 2  
The Best Friends Club

At Home: Have children make a four-column chart and list words with -are, -ore, -or, and -ear.

63

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice **64**

*/ârl/; /ôr/; /îr/; /ou/; /oi/; /ü/*

Choose the word that completes the sentence. Write the word on the line.

share	tore	near	bow	bloom
threw	ground	storm	now	toys

1. I threw the ball.
2. I dropped my coat on the ground.
3. There is a rain storm outside.
4. You and I can share this sandwich.
5. I fell and tore my pants.
6. The dog barks when I come near.
7. We clap as the clown takes a bow.
8. Many flowers bloom in the spring.
9. I want to play with my toys.
10. I want it now, not later.

64 At Home: Have children write a sentence using three of the words from the box.

Book 2.1/Unit 2  
The Best Friends Club

10



# The Best Friends Club • PRACTICE

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice **65**

## Problem and Solution

Think about "The Best Friends Club." Read the sentences below that tell about problems. Then write a solution for each problem. **Answers may vary.**

Problems	Solutions
1. Harold and Lizzie want people to know where their club is.	<u>They make a sign.</u> <u>They hang it on the porch.</u>
2. The club president has to make up the rules.	<u>Lizzie likes to make rules.</u> <u>She becomes president.</u>
3. Harold wants both Lizzie and Douglas as friends.	<u>Lizzie and Harold have</u> <u>Douglas join the club.</u>
4. "Lizzie's Club" is the wrong name for the new club.	<u>Lizzie changes the name.</u>
5. Douglas invites everyone in his class to his party. Lizzie is not in his class.	<u>Douglas invites Lizzie to</u> <u>his party.</u>

5 Book 2.1/Unit 2  
The Best Friends Club

At Home: Have children offer other solutions to some of the problems in the story.

65

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice **66**

## Prefixes

A prefix is a letter or letters that are added to the beginning of a word to change its meaning.

The prefix **re-** means "again."

The prefix **un-** means "not" or "opposite of."

repaint	unhappy	redo	revisit	untied
---------	---------	------	---------	--------

Read each sentence. Then fill in the blank with one of the words from the box. Circle the prefix in the word. Write the meaning of the word on the line.

- Max will redo his report to make it better.  
do again
- Her cat has not come home and Ellen is very unhappy.  
not happy
- The boy will trip because his shoelaces are untied.  
not tied
- We will repaint the sign with blue flowers.  
paint again
- Next month we will revisit the library and take out more books.  
visit again

66

At Home: Help children identify words with the prefixes re- and un-. After they write the words, ask them to circle the prefix in each word.

5 Book 2.1/Unit 2  
The Best Friends Club

McGraw-Hill Education



# The Best Friends Club • RETEACH

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach **59**

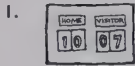
*fôr/ are; fôr/ or, ore; fîr/ ear*

Read the word. Listen to the sounds made by the letters in dark type.

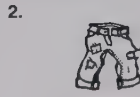
near fori shore care

Write the correct word from the box under each picture.

year horn square  
torn store score



score



torn



square



year



horn



store

Book 2, Unit 2  
The Best Friends Club

At Home: Have children write a verse using the words they wrote.

59

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach **60**

## Vocabulary

Draw a line from each word on the left to its correct definition on the right.

allowed leaned president promise rules whispered

1. whispered ~~a. the leader of a group~~
2. president ~~b. talked softly~~
3. promise ~~c. moved and bent your body~~
4. rules ~~d. let something happen~~
5. leaned ~~e. tell you how to play the game~~
6. allowed ~~f. say you will do something for sure~~

60

At Home: Ask children to write a sentence for each word in the box.

Book 2, Unit 2  
The Best Friends Club

6

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach **61**

## Story Comprehension

Use the words in the box to retell "The Best Friends Club."

Harold Lizzie Douglas best party  
join rules club teach president

Lizzie and Harold are best friends.

They teach each other things. One

day they start a club. Lizzie is

president. She makes up the

rules for the club. Harold

also wants to be friends with Douglas. At first,

Lizzie does not want Douglas in the club.

Douglas invites Lizzie to his party. Lizzie

says Douglas can join the club.

Book 2, Unit 2  
The Best Friends Club

At Home: Have children summarize a day at school or at play.

61

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach **62**

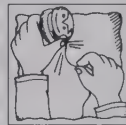
## Use a Diagram

A **diagram** can tell you how to do something.

These diagrams show how to wind a yo-yo string.



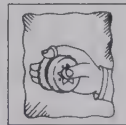
A: Take the yo-yo in your left hand. Hold the string in your right hand. Reverse if you are left-handed.



B: Pinch the first inch of string with your thumb against the yo-yo.



C: Wind the string around the yo-yo. As you start to wind, let go of the string with your thumb.



D: Wind the string all the way up. Slip the yo-yo loop around your finger. You're ready to throw!

Use the diagrams above to answer these questions.

1. What are these diagrams showing you how to do?

wind a yo-yo string

2. Which hand holds the yo-yo at the start? the left

(or the right if left-handed)

3. Which finger do you use to hold the first inch of string before you wind it? the thumb

4. What do you need to let go of as you start winding?

the string

62

At Home: Have children wind a real yo-yo following the instructions above.

Book 2, Unit 2  
The Best Friends Club

4



# The Best Friends Club • RETEACH

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach **63**

*/âr/ are; /ôr/ or, ore; /îr/ ear*

Read the words. Listen to the sound made by the letters in dark print.

rear      sore      worn      stare

Complete each picture word using the letters below.

ore      ear      or      are



y ear



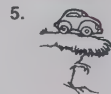
sc are



st ore



c or n



n ear



m ore

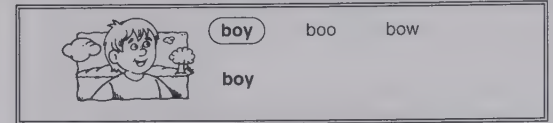
6 Book 2.1/Unit 2  
The Best Friends Club

At Home: Have children use each word they made in a sentence.

63

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach **64**

*/âr/; /ôr/; /îr/; /ou/; /oi/; /û/*



Circle the word that names the picture. Write the word on the line.



school allowed pool

school



tore shore new

shore



dear down ears

ears



crown clubhouse town

crown



share sound tear

share



brown toy boil

toy

64 At Home: Have children choose one word they circled and use it in a sentence.

Book 2.1/Unit 2  
The Best Friends Club

6

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach **65**

## Problem and Solution

A **problem** is the difficulty that a character in a story faces.  
The **solution** is how that character solves the problem.

Complete the sentences with the names of the characters in "The Best Friends Club."

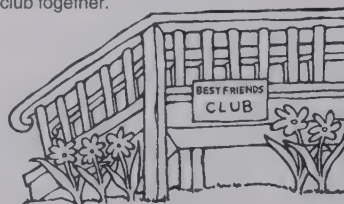
Harold      Lizzie      Douglas

### Problem

- At the beginning, Harold and Lizzie are best friends.
- But Harold also wants to be friends with Douglas.
- For a while, Lizzie is alone.

### Solution

- At the end of the story Harold, Lizzie, and Douglas form a new club together.



4 Book 2.1/Unit 2  
The Best Friends Club

At Home: Have children explain how they would solve a problem among friends.

65

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach **66**

## Prefixes

The prefix **re-** means "again."

**re + paint = repaint**

Tom will **repaint** the sign. He will **paint** the sign again.

The prefix **un-** means "not" or "opposite of."

**un + tie = untie**

Mia's shoelaces are **untied**. Her shoelaces are **not tied**.

Circle the prefix in each word. Then circle the meaning of the word.

1. replay

play again not play

2. unlock

lock again opposite of lock

3. unhappy

happy again not happy

4. unload

load again opposite of load

5. rename

name again opposite of name

66 At Home: Have children think of four other words with the prefix re- or un- and use each in a sentence.

Book 2.1/Unit 2  
The Best Friends Club

5



## The Best Friends Club • EXTEND

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend  59

**/âr/ are; /ôr/ or, ore; /îr/ ear**

share ears tore care hear porch more storm

Search for the words. Circle each word as you find it.  
Then write it on the lines below.

P O R C H W Z H  
F M E A R S Y E  
F M O R E K Z A  
T O R E F L B R  
Z S T O R M I Q  
L B M S H A R E

Words with the same **are** sound as **stare**

care

[share](#)

Words with the same **ear** sound as **fear**

ears

**hear**

Words with the same **or** sound as **form** or **wore**

[more](#)

**tore**

**storm**

porch

Book 2.1/Unit 2  
The Best Friends Club

**At Home:** Have children write sentences using the words they found

59

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend  60

## Vocabulary

allowed    leaned    president    promise    rule    whispered

Pretend you started a club. Who would be the president? What would the rules be? Write a story about your club. Pick four of the words in the box and use them in your story. Then draw a picture showing your club.

My Club

**At Home:** Write the words printed above on individual index cards. Have children pick a card, read the word, and use it in a sentence.

Book 2 1/Unit 2  
The Best Friends Club

60

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend  61

### Story Comprehension

Rewrite "The Best Friends Club." Pretend you are Lizzie and make up your own rules about your club. Tell about Harold and Douglas. Explain why you change the name of the club. Use the words **I, me, mine, we, us, and our.**

Book 2.1/Unit 2  
The Best Friends Club

**At Home:** Have children explain the main problem in "The Best Friends Club." Then ask them to explain how the problem was solved.

61

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend **62**

### Use a Diagram

Think of something you have made. It could be a sandwich or a paper airplane. Write the directions on how you made it in three steps. Then draw a picture of each step.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**At Home.** Have children discuss how to prepare a favorite food. First share the cooking activity or help children read the steps in a cookbook.

Book 2 Unit 2  
The Best Friends Club

62



# The Best Friends Club • EXTEND

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend **63**

*/ârl/ are; /ôr/ or, ore; /îrl/ ear*

porch	ears	care	more	tore
hear	storm	share	spare	fort
spear	clear	shore	stare	store
fear	snore	stork	near	earring
scared	born	horn	morning	smear

Close your eyes and touch the board. Open your eyes and read the word. Write a sentence using your word. Repeat.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Book 2.1/Unit 2  
The Best Friends Club

At Home: Help children create their own checkerboard with words that rhyme with those above. Children can engage family members in the same game.

63

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend **64**

*/ârl/; /ôr/; /îrl/; /ou/; /oi/; /û/*

Cut on the dotted lines. Put the dominoes next to each other to make words.

are	n	orch	f
ore	d	ear	c
own	p	ound	sp
oy	m	oil	sch
ool	r	ew	b

Children should put the dominoes together to form the following words: **near, new, fear, found, fool, few, dare, dear, down, dew, care, cool, porch, pear, pound, pool, spare, spear, spoil, spool, more, mound, school, rare, rear, round, bare, bore, bear, bound, boy, and boil.**

At Home: Have children tell pairs of rhyming words formed in the domino game. Examples include **near** and **fear**, **few** and **new**, and **pound** and **round**.

Book 2.1/Unit 2  
The Best Friends Club

64

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend **65**

**Problem and Solution**

Look at the chart. Read the problem and solution for "The Best Friends Club." Then write the title of another story you have enjoyed. Write the problem in that story. Tell the solution.

Story	The Best Friends Club
Problem	Lizzie did not like being the only member of her club.
Solution	Lizzie got rid of the rules so other children could become members.
Story	_____
Problem	_____
Solution	_____

Book 2.1/Unit 2  
The Best Friends Club

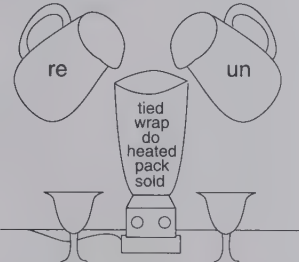
At Home: Have children tell problems from well-known stories and describe the solutions.

65

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend **66**

**Prefixes**

Use **re** and **un** to create new words. Write the words below.



re	un
retied	untied
rewrap	unwrap
redo	undo
reheated	unheated
repack	unpack
resold	unsold

At Home: Have children write sentences using words they created.

Book 2.1/Unit 2  
The Best Friends Club

66



# The Best Friends Club • GRAMMAR

Name \_\_\_\_\_ Date \_\_\_\_\_ LEARN GRAMMAR 45

## Proper Nouns

- Some nouns name a special person, place, or thing.
- This kind of noun is called a **proper noun**.
- A proper noun begins with a capital letter.

Brian went to Camp Sea View

proper noun proper noun



Circle the proper nouns.

- The children went to Eel Lake.
- They saw Needle Tower.
- They had snacks at Green Acre Park on Elm Street.
- They played with Brian's dog, Spot.
- They took Spot to Parker School.
- He saw Miss Smith.

6 Book 2.1/Unit 2  
Best Friends Club

Extension: Have students describe famous people or places. Have other students tell which words should be capitalized.

45

Name \_\_\_\_\_ Date \_\_\_\_\_ PRACTICE AND LEARN GRAMMAR 46

## Write Proper Nouns

- Some proper nouns name days of the week, months, and holidays.
- The name of each day, month, or holiday begins with a capital letter.

Sunday May Mother's Day

Choose the proper noun that names a day, month, or holiday. Write it correctly.

- |                                  |                                   |
|----------------------------------|-----------------------------------|
| 1. father's day<br>shirt<br>card | 5. showers<br>april<br>spring     |
| <u>Father's Day</u>              | <u>April</u>                      |
| 2. summer<br>june<br>fun         | 6. school<br>september<br>class   |
| <u>June</u>                      | <u>September</u>                  |
| 3. day<br>saturday<br>morning    | 7. thanksgiving<br>turkey<br>yams |
| <u>Saturday</u>                  | <u>Thanksgiving</u>               |
| 4. egg<br>easter<br>candy        | 8. fall<br>holiday<br>labor day   |
| <u>Easter</u>                    | <u>Labor Day</u>                  |

46 Extension: Have students describe holiday celebrations they have with their families. Help them write the names of the holidays on the chalkboard.

8 Book 2.1/Unit 2  
Best Friends Club

Name \_\_\_\_\_ Date \_\_\_\_\_ PRACTICE AND REVIEW GRAMMAR 47

## Find the Proper Nouns

- The names of special people, places, and things begin with capital letters.
- The names of days of the week, months, and holidays begin with a capital letter.

My sister Joan has a dog named Shep.

Shep was born on April 9.



Read the sentences.  
Underline the nouns  
that need capital letters.

- Jenny and todd are going to visit tim.
- They are leaving on thursday.
- They will leave their cat, sandy, with a friend.
- Sandy's birthday is may 6.
- Tim lives in ohio.
- He lives near lake green.
- Tim's dad will meet them at county airport.
- Tim and mr. smith will take them out.
- They all will eat at the blackbird cafe.
- Then they will go to maple street park.

10 Book 2.1/Unit 2  
Best Friends Club

Extension: Have students use proper nouns to tell more about the visit with Tim.

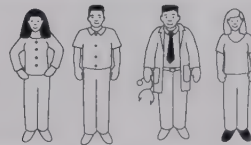
47

Name \_\_\_\_\_ Date \_\_\_\_\_ MECHANICS GRAMMAR 48

## Abbreviations

- An **abbreviation** is a short form of a word.
- An abbreviation begins with a capital letter and ends with a period.
- Most titles of people are abbreviations.

Mrs. Ms. Mr. Dr.



Write each sentence correctly.

- Do you know mr and mrs Borden?  
Do you know Mr. and Mrs. Borden?
- I know ms Mary Borden.  
I know Ms. Mary Borden.
- I think dr Walker knows her, too.  
I think Dr. Walker knows her, too.
- Yes, dr Walker says ms Borden is a nice lady.  
Yes, Dr. Walker says Ms. Borden is a nice lady.

48 Extension: Have students make up names for people or animals and write them using Mr., Mrs., Ms., or Dr.

4 Book 2.1/Unit 2  
Best Friends Club



# The Best Friends Club • GRAMMAR

Name \_\_\_\_\_ Date \_\_\_\_\_ TEST GRAMMAR 49

## Proper Nouns

Read each sentence. Find the nouns that name special people, pets, and places. Write the nouns with capital letters.

1. My friend bill has a snake. Bill
2. The snake's name is curly. Curly
3. Bill's house is on second avenue. Second Avenue
4. Curly likes to play in washington park. Washington Park
5. Bill bought his pet in boston. Boston

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Best Friends Club

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Name \_\_\_\_\_ Date \_\_\_\_\_ MORE PRACTICE GRAMMAR 50

## Proper Nouns

- The names of special people, pets, and places begin with capital letters.
- The names of days of the week, months, and holidays begin with capital letters.

### Mechanics

- End every sentence with a special mark.

Look at each picture. Read the words next to it. Draw a circle around the letter that should be a capital letter. Add an end mark.

1. The bus goes down greene street.



2. Did the bus door open?



3. I see brian and his monkey jasper.



Write a sentence about a child who has a monkey.

4. Sentences will vary.

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Book 2.1/Unit 2  
Best Friends Club

4

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# The Best Friends Club • SPELLING

Name \_\_\_\_\_ Date \_\_\_\_\_ PRETEST **SPELLING 45**

## Words with /â/are; /ô/or, ore; and /îr/ear

### Pretest Directions

Fold back your paper along the dotted line. Use the blanks to write each word as it is said to you. When you finish the test, unfold the paper and correct any spelling mistakes. Practice those words for the Posttest.

### To Parents,

Here are the results of your child's weekly spelling Pretest. You can help your child study for the Posttest by following these simple steps for each word on the word list:

1. Read the word to your child.
2. Have your child write the word, saying each letter as it is written.
3. Say each letter of the word as your child checks the spelling.
4. If a mistake has been made, have your child read each letter of the correctly spelled word aloud and then repeat steps 1-3.

- |           |           |
|-----------|-----------|
| 1. _____  | 1. porch  |
| 2. _____  | 2. care   |
| 3. _____  | 3. dear   |
| 4. _____  | 4. more   |
| 5. _____  | 5. short  |
| 6. _____  | 6. bare   |
| 7. _____  | 7. tore   |
| 8. _____  | 8. year   |
| 9. _____  | 9. corn   |
| 10. _____ | 10. shore |

### Challenge Words

- |       |           |
|-------|-----------|
| _____ | allowed   |
| _____ | learned   |
| _____ | president |
| _____ | promise   |
| _____ | rules     |

Name \_\_\_\_\_ Date \_\_\_\_\_ AT HOME WORD STUDY **SPELLING 46**

## Words with /â/are; /ô/or, ore; and /îr/ear

### Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.  
Did you spell the word right?  
If not, go back to step 1.



### Spelling Tip

Think of a word that rhymes with the new word. Rhyming words often have the same spelling pattern.

Example:

c + are = care  
b + are = bare

### Word Scramble

Unscramble each set of letters to make a spelling word.

- |          |       |          |       |
|----------|-------|----------|-------|
| 1. norc  | corn  | 2. rome  | more  |
| 3. tero  | tore  | 4. torsh | short |
| 5. aerd  | dear  | 6. eyar  | year  |
| 7. chorp | porch | 8. ohsre | shore |
| 9. earc  | care  | 10. earb | bare  |

### To Parents or Helpers:

Using the Word Study Steps above as your child comes across any new words will help him or her spell well! Review the steps as you both go over this week's spelling words. Go over the Spelling Tip with your child. Help your child find other words that rhyme with the spelling words. Help your child unscramble the letters.

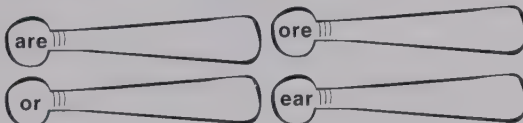
Name \_\_\_\_\_ Date \_\_\_\_\_ EXPLORE THE PATTERN **SPELLING 47**

## Words with /â/are; /ô/or, ore; and /îr/ear

porch	dear	short	tore	corn
care	more	bare	year	shore

### Batter Up!

Fill the baseball bats with spelling words. Match each word with a spelling pattern.



- |     |          |          |          |
|-----|----------|----------|----------|
| are | 1. care  | 2. bare  |          |
| or  | 3. porch | 4. short | 5. corn  |
| ore | 6. more  | 7. tore  | 8. shore |
| ear | 9. dear  | 10. year |          |

Name \_\_\_\_\_ Date \_\_\_\_\_ PRACTICE AND EXTEND **SPELLING 48**

## Words with /â/are; /ô/or, ore; and /îr/ear

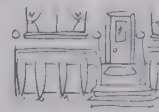
porch	dear	short	tore	corn
care	more	bare	year	shore

Use a spelling word to complete each sentence.

1. It's important to take good care of your pet.
2. A giant is tall, but an elf is short.
3. The boy tore the paper off the birthday presents.
4. You sometimes start a letter with the word "dear."
5. The trees are bare in the winter.
6. There are 365 days in one year.
7. If you don't have enough, you want more.

### Definitions

Write the spelling word for each definition.



8. The place where land and sea meet. shore
9. The covered place at the front of a house. porch
10. A yellow food that grows on a stalk. corn

**Challenge Extension:** Have children identify which of the challenge words are either plural or past tense. Then ask them to indicate the base words in those cases.



# The Best Friends Club • SPELLING

Name \_\_\_\_\_ Date \_\_\_\_\_ PROOFREAD AND WRITE SPELLING 49

## Words with /â/are; /ô/lor, ore; and /îr/ear

### Proofreading Activity

There are six spelling mistakes in the paragraph below. Circle each misspelled word. Write the words correctly on the lines below.

My best friend, Mark, and I played on my pourch. Then we went for a shorte walk to the shor. We had baer feet, so we had to take mor caer than we usually did. First we walked on our toes. Then, we walked on our heels. We had fun.

1. porch 2. short 3. shore  
4. bare 5. more 6. care

### Writing Activity

Write a letter to a friend. Tell your friend about something you like to play. Use four of your spelling words. Circle the spelling words you use.

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Name \_\_\_\_\_ Date \_\_\_\_\_ POSTTEST SPELLING 50

## Words with /â/are; /ô/lor, ore; and /îr/ear

Look at the words in each set. One word in each set is spelled correctly. Use a pencil to color in the circle in front of that word. Before you begin, look at the sample sets of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

### Sample A

- (A) nite  
(B) night  
(C) nihgt  
(D) night

1. (A) porch  
(B) porsh  
(C) porech  
(D) porche  
2. (E) cear  
(F) care  
(G) caare  
(H) caer  
3. (A) daer  
(B) deare  
(C) dear  
(D) dere  
4. (E) mor  
(F) morr  
(G) moere  
(H) more  
5. (A) shorte  
(B) short  
(C) shart  
(D) sherte

### Sample B

- (E) werd  
(F) worde  
(G) word  
(H) werde

6. (E) toer  
(F) torre  
(G) tore  
(H) torr  
7. (A) yeare  
(B) yeer  
(C) year  
(D) yeere  
8. (E) cerne  
(F) carn  
(G) come  
(H) corn  
9. (A) baer  
(B) baere  
(C) baree  
(D) bare  
10. (E) shore  
(F) shorre  
(G) shoer  
(H) shor



# Jamaica Tag-Along • PRACTICE

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice **67**

**/är/ ar; /ür/ ir, ur, er**

Circle the missing letters. Then write them to complete the word. Read the word.

1.

(ar) ur  
st **ar** t



2.

(ur) er  
h **ur** t



3.

ar (ir)  
c **ir** cle



4.

(er) ir  
k **er** nel



5.

(ar) ir  
c **ar** t



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5 Book 2.1/Unit 2  
Jamaica Tag-Along

At Home: Have children name other words with these letter combinations.

67

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice **68**

**Vocabulary**

Read the clues. Write the correct word from the box next to each clue.

edge form building busy giant repair

1. If something breaks, this is what you can do to it. **repair**

2. You might go to school in this place. **building**

3. This is something that is very, very large. **giant**

4. When you get to the end of a table, you are here. **edge**

5. You do this to shape something. **form**

6. If you have a lot to do, you are this. **busy**

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68

At Home: Ask children to make up riddles about things they do when they are playing.

6 Book 2.1/Unit 2  
Jamaica Tag-Along

## The Snow Girl



I turned to where Jackie stood.  
"What is that?" I asked.  
"I made a snow girl," she said.  
"What is that black spot by her eye?" I asked.  
"She is crying because her brother will not play with her."  
"Come help me," I smiled.  
Jackie took the black spot away.  
"No more tears!" she said.



At Home: Have children write a few sentences about a time they felt left out and what they did to feel better.

68a

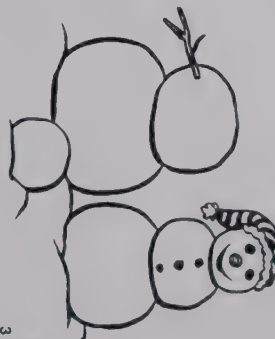
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I was working out the front door of our building when I heard my mom yell, "Take your sister with you!" But I did not want her with me. It was the year's first snow and I was going to be busy making a giant snowman. It would be bigger than any snowman ever seen. The snow was just cold enough to form the perfect snowman.

Jamaica Tag-Along McGraw-Hill School Division

3



"Don't get in the way while I work," I told my sister as we turned to go outside.  
"Can't I help you?" she asked.  
"No, Jackie," I said. "You are a girl. You cannot build snowmen."  
I saw that she was hurt. But right then the edge of the snowman began to break. I had to repair it. Then I heard a boy say, "That is good!"

68b



# Jamaica Tag-Along • PRACTICE

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice **69**

## Story Comprehension

Think about the story "Jamaica Tag-Along." Number the pictures to show the order in which things happened in the story.



**3** Jamaica builds a sand castle.



**4** Berto wants to play, too.



**2** Ossie says, "No."



**1** Jamaica wants to play.



**5** Jamaica says, "No."



**6** Jamaica says, "Yes."

**6** Book 2.1/Unit 2  
Jamaica Tag-Along

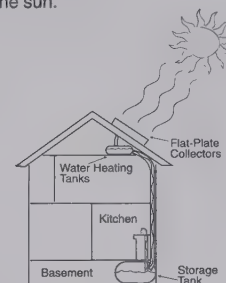
At Home: Have children retell the story in their own words.

**69**

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice **70**

## Read a Diagram

A **diagram** is often used to show how something works. Study the diagram below. It shows a system that heats water with the sun.



Use the diagram above to answer the questions that follow.

1. What heats the water up on the roof? **sunlight**
2. What is the name of the device on the roof that is heated by sunlight? **flat-plate collector**
3. Where is the water stored after it moves from the roof? **storage tanks**
4. Where is the water used in the house? **kitchen**

**70**

At Home: Ask children to think of other ways that solar power could be used.

Book 2.1/Unit 2  
Jamaica Tag-Along

**4**

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice **71**

## /är/ ar; /ür/ ir, ur, er

Circle the word that names the picture. Then write the word.



**1.**

**burn**  
turn

**burn**



**2.**

**fern**  
stern

**fern**



**3.**

dirt  
**shirt**

**shirt**



**4.**

car  
**jar**

**jar**



**5.**

**turn**  
churn

**turn**

**5** Book 2.1/Unit 2  
Jamaica Tag-Along

At Home: Have children use two words from this page in a sentence.

**71**

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice **72**

## /är/; /ür/; /âr/; /ôr/; /ü/

Use these words to answer the riddles.

girl	star	few	school	fur	stare
herd	horn	pair	car	food	bird

1. I am where you go to learn. What am I? **school**
2. I am the hair that grows on animals. What am I? **fur**
3. I am a child, and I am not a boy. What am I? **girl**
4. I look at something for a long time. What do I do? **stare**
5. Blow in me and I will make music. What am I? **horn**
6. I am a large group of cows. What am I? **herd**
7. I am not very many. What am I? **few**
8. I twinkle in the night sky. What am I? **star**
9. I fly in the sky. What am I? **bird**
10. I am two of something. What am I? **pair**
11. You eat me. What am I? **food**
12. People drive me. What am I? **car**

**72**

At Home: Have children write a riddle for the word corner.

Book 2.1/Unit 2  
Jamaica Tag-Along

**12**



# Jamaica Tag-Along • PRACTICE

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice **73**

## Make Inferences

Read the story. Then answer each question. Use a complete sentence.

Billy stepped up to bat. He wished that he could just sit on the bench. He was only playing this game because his brother needed another player. The ball flew by him twice, and twice he swung at it. Then Billy just closed his eyes and swung one more time. CRACK! Billy couldn't believe it. He watched the ball go over the fence.

1. What sport is Billy playing?

Billy is playing baseball.

2. How do you know this?

The story talks about stepping up to bat and swinging at a ball.

3. How does Billy feel about this game?

He doesn't enjoy it. He would rather be doing something else.

4. How do you think Billy feels at the end?

He is both happy and surprised that he hit the ball.

4 Book 2.1/Unit 2  
Jamaica Tag-Along

**At Home:** Ask children to name the clues they found in the story to help them answer questions 3 and 4.

73

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice **74**

## Compound Words

If you know the meaning of each smaller word in a **compound**, you can figure out the meaning of the word.

Complete each sentence with one compound word from the box. Then write each small word in the compound on the line.

anything	everybody	fireplace
basketball		bookcase

1. Please put all the books in the bookcase.

book case

2. Our basketball team will play again on Friday.

basket ball

3. Everybody is coming to see our class play.

every body

4. It's nice to sit in front of the warm fireplace.

fire place

5. I don't have anything to do after school.

any thing

74 **At Home:** Help children list compound words that identify objects in their homes and identify the two small words in each compound.

Book 2.1/Unit 2  
Jamaica Tag-Along **10**



# Jamaica Tag-Along • RETEACH

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach **67**

*/är/ ar; /ür/ ir, ur, er*

Say these words. What is the sound of the letters in dark type?

curl



first



fern



card



Circle and write the word that names the picture.

1.



turn

2.



herd

tar

turn

curl

card

hurt

herd

3.



arm

4.



third

bark

arm

fern

park

wire

third

Book 2.1/Unit 2  
Jamaica Tag-Along

At Home: Have children list words that sound like the words they wrote.

67

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach **68**

**Vocabulary**

Finish each sentence by circling the meaning of the underlined word.

When you don't know what a word means, look at the other words to help you.

1. A building is a place where boats sail  
a place where people live and work
2. To form something is to make it  
break it
3. When a balloon is giant, it is very big  
tiny
4. When you repair a flat tire, you break it  
fix it
5. When you are very busy, you are doing a lot  
sick
6. The edge of a field is the middle  
the side or the end

68

At Home: Ask children to write sentences using three vocabulary words.

Book 2.1/Unit 2  
Jamaica Tag-Along

6

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach **69**

**Story Comprehension**

Think about the story "Jamaica Tag-Along." Then fill in the chart below. **Answers may vary.**

1. Main characters: Jamaica, Ossie, Berto

2. Problem: Ossie doesn't want Jamaica to tag along.

He will not let her play.

3. What happens: Jamaica builds a wall in the sand. Berto

wants to play with Jamaica. Jamaica says, "No."

Jamaica asks Berto to play with her.

4. Outcome: Ossie likes the castle. Jamaica lets Ossie tag

along.

Book 2.1/Unit 2  
Jamaica Tag-Along

At Home: Have children explain why Jamaica let Ossie help.

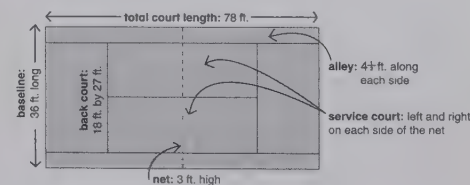
69

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach **70**

**Read a Diagram**

A diagram can show you at a glance how something works.

Study the diagram of a tennis court shown below.



Use the diagram above to answer these questions. Write your answer on the line to the right.

1. How long is a tennis court? 78 feet
2. How many sections are there in the service court?  
two
3. What is the thin strip along each side of the court called?  
alley
4. How tall is the net? three feet
5. What is the name of the section of the tennis court that measures 18 ft by 27 ft? back court

70

At Home: Ask children to show you on the diagram where they would stand to serve in a tennis game.

Book 2.1/Unit 2  
Jamaica Tag-Along

5



# Jamaica Tag-Along • RETEACH

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach **71**

**/är/ ar; /ür/ ir, ur, er**

Read the sentence.  
My **car** is **far** away.  
The words **car** and **far** rhyme.

Circle the rhyming words in each sentence. Then write the words.

1. The **park** closes at **dark**. park dark
2. Each **girl** began to **whirl**. girl whirl
3. **Turn** the log so it will **burn**. turn burn
4. We show **concern** for the **fern**. concern fern
5. It was **hard** to find a **card**. hard card

5 Book 2.1/Unit 2  
Jamaica Tag-Along

At Home: Have children create a short verse using the rhyming words they wrote.

71

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach **72**

**/är/; /ür/; /är/; /ör/; /ü/**



zoo scoop **boot**  
Jack put the **boot** on.

Look at the picture. Circle the word that completes the sentence. Then write the word on the line.

1. curb first parked  
She parked the car.
2. shore tore wore  
There were birds near the shore.
3. burned fern stir  
I burned the toast.
4. care stare store  
The lizard will stare at you.

72

At Home: Have children write sentences for two of the words they circled.

Book 2.1/Unit 2  
Jamaica Tag-Along

4

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach **73**

## Make Inferences

Use story clues and what you know to understand parts of a story that are not stated directly.

Read the riddles. Then look at the job titles in the box below. Write the job title that solves each riddle.

teacher chef police officer vet mechanic

1. I love to cook. I work at a restaurant.  
You will find me in the kitchen. chef
2. My job is to keep you safe.  
I wear a uniform and a badge. police officer
3. I know how to use tools to fix cars.  
I work in a garage. mechanic
4. I work with you at school.  
I like to help you learn new things. teacher
5. You bring your pet to see me if it is sick.  
I will take care of it. vet

5 Book 2.1/Unit 2  
Jamaica Tag-Along

At Home: Help children write another riddle.

73

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach **74**

## Compound Words

Always look for the two small words in a **compound word**. Knowing the meaning of each small word helps you understand the meaning of the compound word.

**basket + ball = basketball**

Buzz liked to play **basketball**.

Circle the compound word in each group. Then write the two small words that make up the compound word.

1. hall sidewalk fire  
side walk
2. under bedroom place  
bed room
3. playground shine sun  
play ground
4. snow base birdhouse  
bird house
5. sunlight camp moon  
sun light

74

At Home: Have children list five compound words. Then ask them to circle the two smaller words in each.

Book 2.1/Unit 2  
Jamaica Tag-Along

18



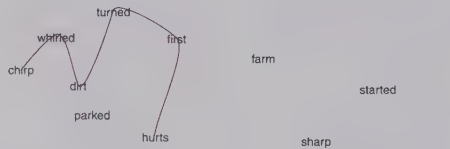
# Jamaica Tag-Along • EXTEND

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend **67**

*/är/ ar; /ür/ ir, ur, er*



Read the words.  
Then draw a line to follow  
the words with the same  
middle sound that is in the  
word girl.



Choose one word. Use it in a sentence.

Book 2.1/Unit 2  
Jamaica Tag-Along

At Home: Have children create another maze to solve.

67

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend **68**

## Vocabulary

Draw a picture showing you making a sandcastle at the beach. Write two sentences about your picture. Use one or more of these words in each sentence.

building busy edge form giant repair



68

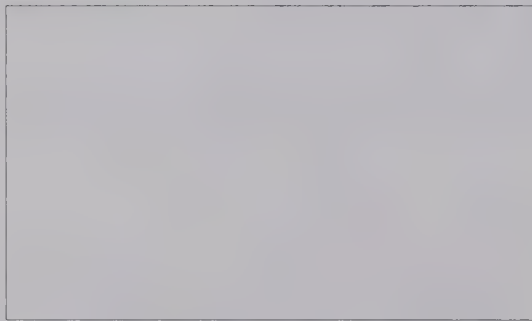
At Home: Ask children to write sentences using words in the list they have not already used.

Book 2.1/Unit 2  
Jamaica Tag-Along

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend **69**

## Story Comprehension

Pick a character from "Jamaica Tag-Along." Draw a picture of him or her. Then write about the character. Tell the character's name. Describe the way the character talks and acts.



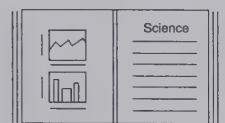
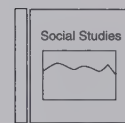
Book 2.1/Unit 2  
Jamaica Tag-Along

At Home: Have children tell a story with the same lesson as the one in "Jamaica Tag-Along."

69

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend **70**

## Read a Diagram



Find a diagram in a textbook. Write the name of the book and the page the diagram is on. Then write 3 questions about the diagram. Have a friend use the diagram to answer the questions.

Name of book \_\_\_\_\_ Page \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

70

At Home: Have children discuss the usefulness of diagrams. You might share diagrams for basketball, baseball, or soccer.

Book 2.1/Unit 2  
Jamaica Tag-Along



# Jamaica Tag-Along • EXTEND

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend **71**

/är/ ar; /ür/ ir, ur, er

Choose a box and read what it says. Your partner answers. Take turns until you have read all boxes.

Spell the word <b>park</b> .	Name a word that rhymes with <b>hurt</b> . <b>shirt</b>	Spell each of your names. Whose name has more letters?
What do you push at the food store? It rhymes with <b>part</b> . <b>cart</b>	Turn your head to the right. Name two things you see.	What is the opposite of <b>finish</b> ? <b>start</b>
What animal barks? <b>dog</b>	What is the opposite of the word <b>clean</b> ? <b>dirty</b>	Spell the hardest word you know how to.

Some answers will vary.

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At Home: Invite children to create their own boxes with questions.

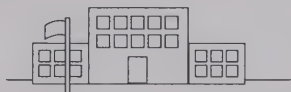
71

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend **72**

/är/; /ür/; /âr/; /ôr/; /ü/

Pretend you are a news writer. Use the following words to complete the news report.

parked	careful
Tuesday	corner
horns	morning
school	news



Welcome to the **news** report for **Tuesday**, May 2. This **morning** we are at the local **school** for safety week. The school bus is **parked** on the street. It will soon start and turn the **corner**. Children are learning to be **careful** before they cross the street. They listen with their ears and look both ways. Cars might be blowing their **horns**.  
Until tomorrow, this is your reporter saying good-bye.

At Home: Have children write short news reports.

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72

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend **73**

## Make Inferences

What would you like for your next birthday? Write about what you want, but don't write the name of it. Have a friend read your clues and guess what you want. Then ask your friend to tell the clues that helped him or her guess.



What I want for my birthday is . . .

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At Home: Take turns with children describing and guessing possible birthday presents. Encourage children to identify specific clues that helped them guess the items.

73

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend **74**

## Compound Words

Cut on the dotted lines. Put dominoes next to each other to make compound words.

Use one of the compound words in a sentence.

Children should put the dominoes together to form the following compound words: **everybody**, **fireplace**, **flashlight**, **peanut**, **Thanksgiving**, **weekend**, **breakfast**, **rainbow**, **cupcake**, and **watchdog**.

light	every	nut	fire
body	flash	giving	pea
dog	thanks	bow	week
place	break	cake	rain
end	cup	fast	watch

At Home: Have children draw pictures to illustrate compound words. For example, children can draw a watch and a dog for the word **watchdog**.

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# Jamaica Tag-Along • GRAMMAR

Name \_\_\_\_\_ Date \_\_\_\_\_ LEARN GRAMMAR 51

## Possessive Nouns

- Some nouns show who or what owns or has something.
- This kind of noun is called a **possessive noun**.
- Add an **apostrophe (')** and **-s** to a singular noun to make it possessive.

the boy      the cap      It is the boy's cap.

Choose the right word to fill each blank.

1. Tim's nose

- A. Tim's  
B. Tim



2. boy's knees

- A. boy  
B. boy's



3. dog's tail

- A. dog's  
B. dog



4. cat's eyes

- A. cat  
B. cat's



5. Mary's hands

- A. Mary  
B. Mary's



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Extension: Have students describe something a classmate owns using the possessive form of the name.

51

Name \_\_\_\_\_ Date \_\_\_\_\_ PRACTICE AND LEARN GRAMMAR 52

## Possessive Nouns

- Add just an apostrophe to most plural nouns to make them possessive.

boys' hats



Read the words in the first column. Circle the correct word to use when more than one own something.

- |                   |                 |                 |                 |
|-------------------|-----------------|-----------------|-----------------|
| 1. waiters tables | waiter's        | waiters         | <u>waiters'</u> |
| 2. puppies ears   | <u>puppies'</u> | puppy's         | puppies         |
| 3. books covers   | book's          | <u>books'</u>   | books           |
| 4. bears eyes     | bears           | bear's          | <u>bears'</u>   |
| 5. dancers legs   | <u>dancers'</u> | dancers         | dancer's        |
| 6. singers lips   | singer's        | <u>singers'</u> | singers         |
| 7. tables tops    | tables          | table's         | <u>tables'</u>  |
| 8. boys caps      | <u>boys'</u>    | boys            | boy's           |
| 9. cats paws      | cat's           | cats            | <u>cats'</u>    |
| 10. girls shoes   | girls           | <u>girls'</u>   | girl's          |

Extension: Have students brainstorm plural words ending in -s and write them on the chalkboard. Then have them add the apostrophes.

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Jamaica Tag-Along

52

10

Name \_\_\_\_\_ Date \_\_\_\_\_ PRACTICE AND REVIEW GRAMMAR 53

## Possessive Nouns

- Some nouns show who or what owns or has something.
- This kind of noun is called a **possessive noun**.
- Add an **apostrophe (')** and **-s** to a singular noun to make it possessive.
- Add just an apostrophe to most plural nouns to make them possessive.

boy's coat      boys' coats



Write the possessive form of each noun in parentheses.

- |   |                  |
|---|------------------|
| 1. The wind blew all of the (books) covers off.   | <u>books'</u>    |
| 2. The (car) horn was loud.                       | <u>car's</u>     |
| 3. The three (desks) drawers are all full.        | <u>desks'</u>    |
| 4. Did you see the (tiger) face?                  | <u>tiger's</u>   |
| 5. All of the (birds) beaks are sharp.            | <u>birds'</u>    |
| 6. The two (girls) rooms are going to be cleaned. | <u>girls'</u>    |
| 7. All of the (pictures) frames will be dusted.   | <u>pictures'</u> |
| 8. The (bike) seat was too low.                   | <u>bike's</u>    |

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Extension: Have students create lists of possessive phrases such as: baby's rattle, babies' rattles; room's phone, rooms' phones, etc

53

Name \_\_\_\_\_ Date \_\_\_\_\_ MECHANICS GRAMMAR 54

## Apostrophes in Possessive Nouns

- Always use an apostrophe to form a possessive noun.
- Add an apostrophe and **-s** to make a singular noun possessive.
- Add an apostrophe to make most plural nouns possessive.



Circle the word that completes the sentence. Then write the word.

- |  | One      | More than one |
|--|----------|---------------|
| 1. All the <u>dancers'</u> toes tapped.        | dancer's | dancers'      |
| 2. The little <u>cat's</u> tail twitched.      | cat's    | cats'         |
| 3. The two <u>singers'</u> voices were loud.   | singer's | singers'      |
| 4. That <u>dog's</u> ears stood up.            | dog's    | dogs'         |
| 5. This <u>nurse's</u> shoes are white.        | nurse's  | nurses'       |
| 6. Both the <u>actors'</u> costumes are funny. | actor's  | actors'       |
| 7. The <u>man's</u> tooth fell out.            | man's    | men's         |
| 8. My <u>mother's</u> name is Ana.             | mother's | mothers'      |

Extension: Have students write sentences using the words they did not circle.

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8



# Jamaica Tag-Along • GRAMMAR

Name \_\_\_\_\_ Date \_\_\_\_\_ TEST GRAMMAR 55

## Possessive Nouns

Read each question. Mark your answer.

1. Which sentence has a possessive noun?

- ☒ a Jane lost the dog's collar.
- ☐ b We had two collars.
- ☐ c She lost them both.

2. Which sentence has a possessive proper noun?

- ☐ a Chris is looking for them.
- ☐ b Jane is on the phone.
- ☒ c Jane's mother is calling.

3. Which sentence has a possessive noun?

- ☐ a The collars are not here.
- ☐ b Look under the steps.
- ☒ c Here are the cats' toys.

4. Which sentence has a possessive proper noun?

- ☐ a Are we going to see the Tower?
- ☐ b The steps are broken.
- ☒ c The Tower's entrance is closed.

Name \_\_\_\_\_ Date \_\_\_\_\_ MORE PRACTICE GRAMMAR 56

## Possessive Nouns

- Add just an apostrophe and -s to a singular noun to make it possessive.

Read each sentence aloud. Put the apostrophe where it belongs.

1. The babys feet are cold. (baby's)
2. Jacks hat fell in the soup. (Jack's)
3. Here is the dogs leash. (dog's)
4. Do you want the cooks apron? (cook's)
5. Give me all of Marys books. (Mary's)
6. The three kittens cries were very loud. (kittens')
7. All of the many trees leaves were brown. (trees')
8. I can see the kids shadows. (kids')



Extension: Have students make a list of names and exchange lists with a partner. Have each child write the possessive for the partner's nouns.



# Jamaica Tag-Along • SPELLING

Name \_\_\_\_\_ Date \_\_\_\_\_ PRETEST SPELLING 51

## Words with /är/ ar; /ür/ ir, er, ur

### Pretest Directions

Fold back your paper along the dotted line. Use the blanks to write each word as it is said to you. When you finish the test, unfold the paper, and correct any spelling mistakes. Practice those words for the Posttest.

### To Parents,

Here are the results of your child's weekly spelling Pretest. You can help your child study for the Posttest by following these simple steps for each word on the word list:

1. Read the word to your child.
2. Have your child write the word, saying each letter as it is written.
3. Say each letter of the word as your child checks the spelling.
4. If a mistake has been made, have your child read each letter of the correctly spelled word aloud and then repeat steps 1-3.

1. _____	1. arm
2. _____	2. birthday
3. _____	3. her
4. _____	4. fur
5. _____	5. turned
6. _____	6. curl
7. _____	7. farm
8. _____	8. hard
9. _____	9. dirt
10. _____	10. herd

### Challenge Words

_____	building
_____	busy
_____	edge
_____	giant
_____	repair

10 Book 2.1/Unit 2 Jamaica Tag-Along

51

Name \_\_\_\_\_ Date \_\_\_\_\_ AT HOME WORD STUDY SPELLING 52

## Words with /är/ ar; /ür/ ir, er, ur

### Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.  
Did you spell the word right?  
If not, go back to step 1.

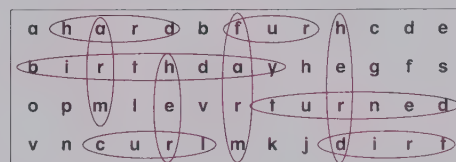


### Spelling Tip

Word families have words that are related in meaning. Word families can help you write the new word.  
Example:  
turn, turned, turns, turning

### Find and Circle

Where are the spelling words?



### To Parents or Helpers:

Using the Word Study Steps above as your child comes across any new words will help him or her spell well. Review the steps as you both go over this week's spelling words.  
Go over the Spelling Tip with your child. Ask your child for other words related to some of the spelling words.  
Help your child find and circle the spelling words in the puzzle.

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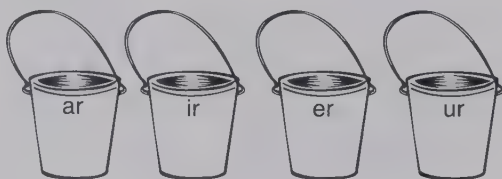
10

Name \_\_\_\_\_ Date \_\_\_\_\_ EXPLORE THE PATTERN SPELLING 53

## Words with /är/ ar; /ür/ ir, er, ur

arm	her	turned	farm	dirt
birthday	fur	curl	hard	herd

Fill in the sand pails with spelling words. Match each word with a spelling pattern.



ar

1. \_\_\_\_\_ farm
2. \_\_\_\_\_ arm
3. \_\_\_\_\_ hard

ir

4. \_\_\_\_\_ birthday
5. \_\_\_\_\_ dirt

er

6. \_\_\_\_\_ her
7. \_\_\_\_\_ herd

ur

8. \_\_\_\_\_ fur
9. \_\_\_\_\_ turned
10. \_\_\_\_\_ curl

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53

Name \_\_\_\_\_ Date \_\_\_\_\_ PRACTICE AND EXTEND SPELLING 54

## Words with /är/ ar; /ür/ ir, er, ur

arm	her	turned	farm	dirt
birthday	fur	curl	hard	herd

Write a spelling word to complete each sentence.

1. People raise animals on a \_\_\_\_\_ farm.
2. Pigs like to roll in the \_\_\_\_\_ dirt.
3. A group of cows is called a \_\_\_\_\_ herd.
4. A fox and a bear are both kept warm by their \_\_\_\_\_ fur.
5. The barn cat likes to \_\_\_\_\_ curl up in a ball to sleep.
6. Nina works very \_\_\_\_\_ hard on the farm.
7. It is \_\_\_\_\_ her job to milk the cows.



### Word Building

Be a word builder. Put the word parts together. Write the new words you can make. Circle the part of the finished word that is a spelling word.

8. birth + day = \_\_\_\_\_ birthday
9. curl + ed = \_\_\_\_\_ curled
10. turn + ed = \_\_\_\_\_ turned
11. farm + house = \_\_\_\_\_ farmhouse
12. arm + chair = \_\_\_\_\_ armchair

Challenge Extension: Have children draw pictures and label them to illustrate the Challenge Words.

54

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12



# Jamaica Tag-Along • SPELLING

Name \_\_\_\_\_ Date \_\_\_\_\_

PROOFREAD AND WRITE  
SPELLING 55

## Words with /är/ ar; /ür/ ir, er, ur

### Proofreading Activity

There are six spelling mistakes in the report below. Circle each misspelled word. Write the words correctly on the lines below.

I got a new pet snake for my berthday. I named hir Slinky because of the way she moves. Slinky does not have fer. She is smooth. Slinky likes to cerl around my erm. I really like my pet snake! I hope she likes living with me on the faarm.

1. birthday 2. her 3. fur  
4. curl 5. arm 6. farm

### Writing Activity

Write a short report about life on a farm. Use four of your spelling words. Circle the spelling words you use.

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Name \_\_\_\_\_ Date \_\_\_\_\_

POSTTEST  
SPELLING 56

## Words with /är/ ar; /ür/ ir, er, ur

Look at the words in each set. One word in each set is spelled correctly. Use a pencil to color in the circle in front of that word. Before you begin, look at the sample sets of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

### Sample A

- ☒ paint  
☐ paent  
☐ paynt  
☐ piant

1. ☐ erm  
☒ arm  
☐ urm  
☐ irm  
2. ☐ barthday  
☐ berthday  
☒ birthday  
☐ burthday

3. ☐ har  
☐ hir  
☐ hur  
☒ her

4. ☐ fiar  
☒ fur  
☐ fer  
☐ fuir

5. ☒ turned  
☐ tirmed  
☐ tarned  
☐ terned

### Sample B

- ☐ sleap  
☐ slepe  
☒ sleep  
☐ sleepe

6. ☐ cerl  
☐ cerle  
☐ cirl  
☒ curl

7. ☐ ferm  
☐ feirm  
☒ farm  
☐ furm

8. ☒ hard  
☐ hird  
☐ harde  
☐ hurd

9. ☒ dirt  
☐ dert  
☐ durt  
☐ deirt

10. ☐ hird  
☒ herd  
☐ herde  
☐ hurd



# Sharks • PRACTICE

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice **75**

/är/; /ûr/; /ôr/; /îr/; /oi/; /ü/

Read each clue. Then complete the puzzle.

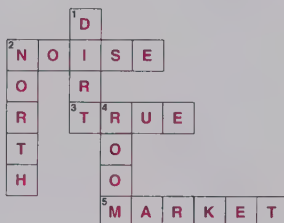
north	market	noise
dirt	true	room

## ACROSS

- A loud \_\_\_\_\_
- Not false
- A place where you shop

## DOWN

- Plants grow in it
- Not south but \_\_\_\_\_
- Part of a house, like a bed \_\_\_\_\_



Book 2.1/Unit 2  
Sharks

At Home: Have children use each of the words in a sentence.

75

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice **76**

## Vocabulary

Choose a word from the box to complete each sentence. Write the words on the lines.

trouble understand afraid chew danger lessons

- The teacher asked the children not to **chew** gum in class.
- Bobby did not **understand** the math problem.
- Sam and Jan are not **afraid** of spiders.
- We can learn many **lessons** from animals.
- She broke one of the rules. Now she is in **trouble**.
- Many animals are in **danger** of dying out.

76

At Home: Ask children to make up a crossword puzzle using the vocabulary words.

Book 2.1/Unit 2  
Sharks

## THE BIG ROAR



"What should we do?" cried Drew.  
"Take out the food," said Jordan.  
"We don't *understand*," said the others.  
"That is my stomach roaring. I need to boil some soup and *chew* on some bread!" Jordan said.  
"Why didn't you tell us?" they asked.  
Jordan's stomach roared again. "I just did!"



At Home: Have children use each of the words in a sentence.

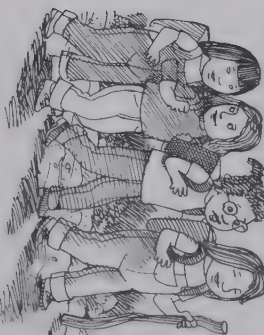
76a

2



Four girls were hiking in the park. They were nearing Blue Mountain when they heard a roar.  
"Are there bears here?" asked Drew. "If so, I am *afraid*!"  
"We are in no *danger*," said Jordan.  
But the others did not hear her.

3



"In a science lesson we learned that if you see a bear you should never turn and run," said Maria.  
Roar!  
The girls stood very still.  
"That sounds like *trouble*!" said Dorie.  
"Don't worry!" said Jordan. But everyone ignored her.

76b



# Sharks • PRACTICE

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice **77**

## Story Comprehension

Read these sentences about "Sharks." Write **Yes** beside each fact in the story. Write **No** if the sentence does not tell a fact from the story.

Is it a fact from the story?

- Yes** 1. Scientists study sharks.
- Yes** 2. Learning about sharks might help people fight off sickness.
- No** 3. Movies are sometimes made about dolphins.
- Yes** 4. Sharks help balance the number of animals in the sea, and this helps our food supply.
- No** 5. Sharks die when they lose their teeth.

Read the two sentences below. Decide which is a correct sentence about the story. Draw a line under the sentence.

Sharks can be very useful to people.

I am afraid of sharks.

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Sharks

At Home: Have children make a generalization about shark hunting.

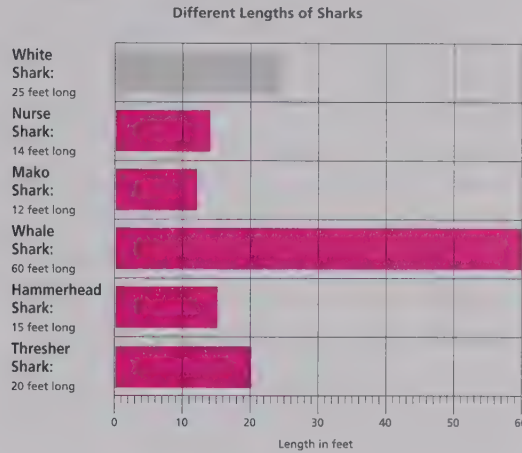
77

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice **78**

## Use a Bar Graph

The graph below will show you the sizes of different types of sharks. Your job is to draw the bars.

Complete the graph. The types of sharks are listed with their size in feet. The length of each bar depends on the size of the shark. The first one is done for you.



78

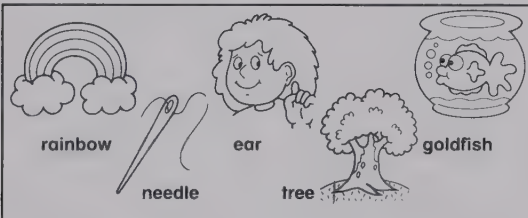
At Home: Ask children to make a bar graph similar to the one above that compares the heights of family members or friends.

Book 2 1/Unit 2  
Sharks 5

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice **79**

## Make Inferences

Read the riddles. Think about the clues and then write the answers. Use the words in the box.



1. I have a drum, but it is not for tapping.  
I am an ear.
2. I have an eye, but I cannot see.  
I am a needle.
3. I have a bark, but I cannot bite.  
I am a tree.
4. I am a kind of bow that cannot be tied.  
I am a rainbow.
5. I am covered in gold, but I am not worth a lot of money.  
I am a goldfish.

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Sharks

At Home: Challenge children to use clues to create riddles of their own.

79

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice **80**

## Problem and Solution

Read the problems from "Sharks." Then write the solution for each problem.

- | Problems  | Solutions   |
|---|---|
| 1. A shark loses a tooth.                           | <u>A new tooth moves up to take its place.</u>              |
| 2. Carl Meyer wants to learn about the tiger shark. | <u>He catches it with a rope to study it.</u>               |
| 3. Sharks are in danger of disappearing.            | <u>Governments are trying to cut down on shark hunting.</u> |
| 4. People who do not know about sharks fear them.   | <u>If we learn about sharks, we will fear them less.</u>    |

80

At Home: Have children discuss other misunderstood topics that can be helped by more understanding.

Sharks 4



# Sharks • PRACTICE

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice **81**

## Compound Words

Two smaller words make up a **compound word**. Knowing the meaning of each small word helps you understand the meaning of the compound word.

Circle the compound word in each sentence. Then write the two small words in each compound word.

1. People must understand more about sharks and how they live.

Did you know that a hammerhead shark has eyes on the side of its head? Most sharks do not want to hurt people. But

sometimes they think a person in the water is a sea animal.

under stand

hammer head

some times

2. Anne and Frank love to eat hot oatmeal. This food is always good to eat when it is cold outside. After eating, they carry their plates to the kitchen. There they wash them in a dishpan.

oat meal

out side

dish pan

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Sharks

**At Home:** Have children write three original sentences that use compound words.

**81**

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice **82**

## Prefixes

A word part that is added to the beginning of a word to change its meaning is called a **prefix**.

The prefix **re-** means "again."

The prefix **un-** means "not" or "opposite of."

Add the prefix **re-** or **un-** to the beginning of the underlined word. Then write the meaning of the new word.

1. We remade our beds with warmer blankets.

made again

2. When I unfolded the package, I could not find the colored balls that were inside.

opposite of folded

3. Let's unload all the boxes from the truck and carry them inside the house.

opposite of load

4. We must unlock the door to get inside the house.

opposite of lock

5. The bird will reappear in our city next spring when the weather is warm again.

appear again

**At Home:** Help children make up new words by adding the prefix **re-** or **un-** to each of the following: turn (return), place (replace), tie (untie), and friendly (unfriendly).

**82**

Book 2.1/Unit 2  
Sharks **10**

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# Sharks • RETEACH

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach **75**

/är/; /ür/; /ôr/; /ir/; /oi/; /ü/



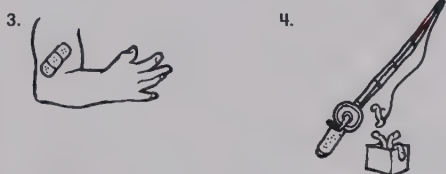
Write in the correct letters to spell the name of each picture.

ore oi ur ear



st ore

b oi l



h ur t

g ear

4 Book 2.1/Unit 2 Sharks

At Home: Have children find one word for each of the blends in the box at the top of the page.

75

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach **76**

## Vocabulary

Read the story. Then circle the word that completes each sentence below the story.

Buddy is a beaver. He loves to build dams and chew on trees. When there isn't enough rain, he is in trouble. When a mountain lion is near, there is danger, and he is afraid. One day Buddy chased a skunk. Did he learn a lesson! Now he understands never to do that again.

- This beaver loves to chew on trees.  
climb
- When there isn't enough rain, Buddy is in trouble.  
afraid
- Some other animals mean danger to Buddy.  
lesson
- When a mountain lion is near, Buddy feels afraid.  
chew
- A skunk taught Buddy a lesson.  
danger
- Now Buddy understands what to do when he sees a skunk.  
enough

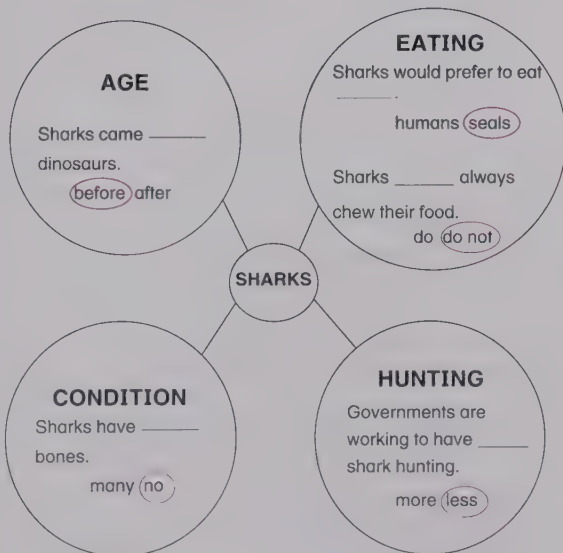
76 At Home: Ask children to underline the vocabulary words in the story.

Book 2.1/Unit 2 Sharks 6

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach **77**

## Story Comprehension

Circle the correct word under each statement.



5 Book 2.1/Unit 2 Sharks

At Home: Ask children to write a short story describing a day in a shark's life. Have them illustrate their stories.

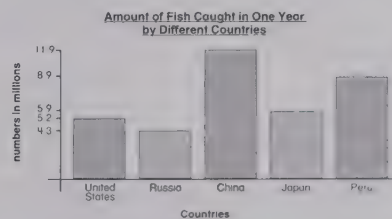
77

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach **78**

## Use a Bar Graph

A **bar graph** uses broad bars to represent numbers. The length of these bars helps the user to compare the numbers.

This bar graph shows amounts of fish caught by different countries. Use the numbers down the side of the chart to determine the amounts caught by each country.



Use the graph's information to answer these questions.

- What is this graph showing you? amount of fish caught in one year by different countries
- Which country caught the most fish? China
- What was the smallest amount of fish caught by one country? (in millions) 4.3
- Did the United States or Japan catch more fish? Japan

78 At Home: Ask children which country shown on the graph caught the smallest amount of fish: the United States or Russia.

Book 2.1/Unit 2 Sharks 4



Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach **79**

## Make Inferences

When you read, you figure out things that the words don't tell you. This is called **making inferences**.

Use a word from the boxes to answer each riddle.

needle	rainbow	ice cube	lawn mower	umbrella	chair
--------	---------	----------	------------	----------	-------

- I roar and roll.  
I eat your grass.  
What kind of machine am I?  
**lawn mower**
- I have an eye.  
But I can't see.  
What kind of sewing tool am I?  
**needle**
- I go up when the rain goes down.  
What kind of rain gear am I?  
**umbrella**
- You might see me in the sky.  
I have many colors.  
What kind of bow am I?  
**rainbow**
- I get smaller as I get warm.  
What am I?  
**ice cube**
- I often have two arms and four legs. You sit on me.  
What am I?  
**chair**

6 Book 2.1/Unit 2  
Sharks

At Home: Invite children to write another riddle based on one of the words in the boxes.

79

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach **80**

## Problem and Solution

A **problem** is the difficulty that a character in a story faces. The **solution** is how that character solves the problem.

Think about "Sharks." Read the sentences below that tell of problems. Then draw a line from each problem to its solution.

### Problems

### Solutions

- The scientist needs to learn about sharks.
  - If sharks die out, that would be trouble.
  - Divers can be in great danger when studying sharks.
  - People want to learn how to be healthy.
- Governments are cutting down on shark hunting.
  - We can learn from sharks how to fight off sickness.
  - The scientist catches sharks to study them.
  - Divers can work in a cage.

80

At Home: Have children illustrate an idea or bit of information they read about.

Book 2.1/Unit 2  
Sharks

4

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach **81**

## Compound Words

Two small words make up a **compound word**.  
**some + times = sometimes**  
**Sometimes**, sharks think a swimmer is a sea animal.

Read the sentences below. Choose a meaning for each underlined word. Fill in the circle next to the correct answer.

- The hammerhead shark has eyes on the side of its wide head.  
Ⓐ a wide head  
Ⓑ a head like a hammer  
Ⓒ a head like a shark
- I can swim underwater for a long time.  
Ⓐ on top of the water  
Ⓑ a long time in the water  
Ⓒ under the water
- Maria and Josh put the dirty dishes in a dishpan.  
Ⓐ dirty dishes  
Ⓑ a pan for dishes  
Ⓒ a pan for food
- From the hilltop, we could see the whole park.  
Ⓐ top of the hill  
Ⓑ the whole park  
Ⓒ bottom of the hill
- The airplane landed on time today.  
Ⓐ plane for the air  
Ⓑ plane for the sea  
Ⓒ to land on time
- We like to eat oatmeal in the winter.  
Ⓐ a good food  
Ⓑ meal made from oats  
Ⓒ to eat in the winter

6 Book 2.1/Unit 2  
Sharks

At Home: Have children make up another sentence for two of the compound words above.

81

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach **82**

## Prefixes

You can add a prefix to the beginning of some words. Knowing what a prefix means can help you learn what the word means.  
The prefix **re-** means "again."  
The dog will **return** to the bone.  
The prefix **un-** means "not" or "opposite of."  
I **unfolded** the paper.

Look at the underlined word in each sentence. Rewrite the sentence adding the prefix to the underlined word.

- Will made his bed this morning. **re-**  
**Will remade his bed this morning.**
- Mr. Lopez will teach the lesson to the class. **re-**  
**Mr. Lopez will reteach the lesson to the class.**
- The child thinks it is fair to close the park at night. **un-**  
**The child thinks it is unfair to close the park at night.**
- Maria will paint her room now. **re-**  
**Maria will repaint her room now.**
- Sue is rolling the paper. **un-**  
**Sue is unrolling the paper.**

82

At Home: Help children list three words that use the prefix re- and three words that use the prefix un-. Have them circle the prefix in each word.

Book 2.1/Unit 2  
Sharks

5








# Sharks • EXTEND

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend **75**

/är/; /ür/; /ôr/; /ir/; /oi/; /ü/

Read each question. Look at the picture. Fill in the blank with the name of the picture. Circle **yes** or **no**.

Answers may vary.

- Can a  shark walk? yes ☐ no ☐ *I am a molar!*
- Can a  tooth talk? yes ☐ no ☐
- Can you have 2 two birthdays in one year? yes ☐ no ☐
- If you see a kitten, do you shake with f fear? yes ☐ no ☐ *f + ear*
- Do you use your teeth to  chew? yes ☐ no ☐
- Can an elephant  whirl? yes ☐ no ☐ 

Write a silly question with the answer **bark**.  
Draw a picture in your sentence. Ask a friend to answer your question.

Book 2, Unit 2  
Sharks

At Home: Help children make a statement out of one of the questions above. Possible sentences might include: If I see a kitten I do not shake with fear.







75

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend **76**

## Vocabulary

Write a sentence for each word. Then draw a cartoon of yourself saying the sentence.

afraid danger trouble chew lessons understand

76

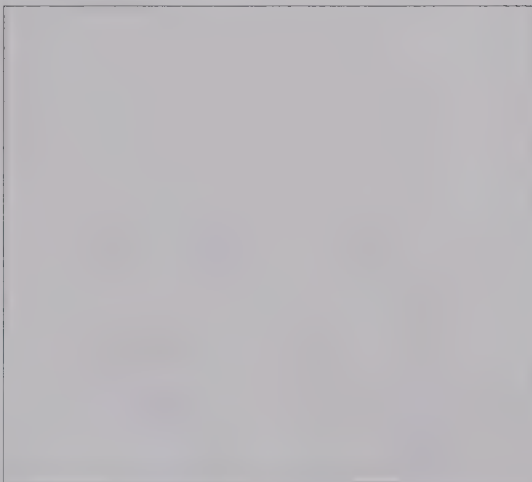
At Home: Ask children to write and illustrate additional sentences using the words afraid, chew, danger, lessons, trouble, and understand.

Book 2, Unit 2  
Sharks

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend **77**

## Story Comprehension

Create a poster about sharks. Write a sentence on your poster. Use a fact from the story.



Book 2, Unit 2  
Sharks

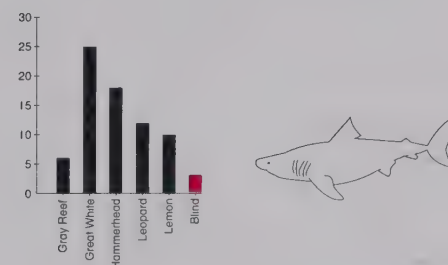
At Home: Have children pose to...  
be answered by the information...  
the shark's...  
the shark's...

77

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend **78**

## Use a Bar Graph

Use the graph to answer the questions about sharks.



- Which shark is the longest? Great White
- A Blind shark is 3 feet long. Fill in the graph for the Blind shark. bar for Blind shark filled in to 3 feet
- Which shark is the shortest? Blind
- How many feet longer is the Lemon shark than the Grey Reef shark? 4 feet
- Which shark is 6 feet longer than what other shark? The Hammerhead is 6 feet longer than the Leopard shark.

78

At Home: Have children pose to...  
be answered by the information...  
the shark's...  
the shark's...

Sharks



Name \_\_\_\_\_ Date \_\_\_\_\_ Extend **79**

## Make Inferences

Save Our  
Endangered  
Species!

Draw a picture of an animal you read about in the article. Write a sentence describing the animal you drew. Then, write a few sentences explaining why that animal is in danger.

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Book 2.1/Unit 2  
Sharks

At Home: Have children discuss why protecting animals in danger is important for other living things.

79

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend **80**

## Problem and Solution

Read the passage. Then write a solution to the problem.

John was on his way home from school. Suddenly he heard a loud barking sound. He looked around for a few minutes. Finally he spotted a big dog tangled up in the bushes.

Solution 1

Answers will vary.

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Now write a different solution to the problem.

Solution 2

Answers will vary.

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80

At Home: Help children make up simple problem situations and describe solutions. Encourage children to provide more than one solution to each problem.

Book 2.1/Unit 2  
Sharks

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend **81**

## Compound Words

flashlight starfish rainbow cowboy

Use words from the box to solve the riddles. Then draw a picture for each riddle.

I am made of lots of colors.  
I am curved like a bow.  
You see me after it rains.

I am a rainbow.

I help you see at night.  
I make a dark place light.  
You can flash me on or off.

I am a flashlight.

Write a riddle about a compound word. Ask a friend to solve your riddle.

Riddles will vary.

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Book 2.1/Unit 2  
Sharks

At Home: Have children make a Compound Word book. Ask them to write and illustrate sentences using compound words. Then help children make a cover for their book.

81

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend **82**

## Prefixes

Search for seven words beginning with **un** or **re**. Circle each word as you find it. Then write the word under its prefix.

W	R	U	N	P	L	U	G
R	E	R	E	A	D	Q	B
E	P	U	N	P	A	C	K
T	A	N	L	M	O	V	Y
R	Y	R	E	P	L	A	Y
Y	U	N	T	I	E	U	M

Words beginning with **un**

unplug

unpack

untie

Words beginning with **re**

reread

repay

replay

retry

82

At Home: Have children write sentences using the words they found.

Book 2.1/Unit 2  
Sharks



# Sharks • GRAMMAR

Name \_\_\_\_\_ Date \_\_\_\_\_ LEARN GRAMMAR 57

## Plurals and Possessives

Do not confuse plurals with possessives.

- A **plural noun** names more than one person, place, or thing.
- Add **-s** to most nouns to form the plural. Do not use an apostrophe.

boat boats chair chairs lamp lamps



Make the noun in ( ) name more than one. Then write the new sentence.

1. The (boy) are going on a picnic.  
**The boys are going on a picnic.**

2. They put food in big (cooler).  
**They put food in big coolers.**

3. They took a lot of (drink).  
**They took a lot of drinks.**

4. They are going in two (car).  
**They are going in two cars.**

4 Book 2 1/Unit 2 Sharks Extension: Have students work in pairs. One student lists the things they would take on a picnic. The partner converts each singular to a plural noun.

57

Name \_\_\_\_\_ Date \_\_\_\_\_ PRACTICE AND LEARN GRAMMAR 58

## Plurals and Possessives

Do not confuse plurals with possessives.

- A **possessive noun** shows who or what owns or has something.
- Add an apostrophe and **-s** to a singular noun to make it possessive.

baby's crib Pat's belt

Complete the sentence with the correct form of the word.

- The horse's stable is near the house. (horse)
- I will weed my dad's garden. (dad)
- The radio came with an owner's card. (owner)
- Did you see Pam's ring? (Pam)
- Who has the dog's ball? (dog)

58 Extension: Have students take turns using the possessive form to tell one thing a classmate is wearing.

Book 2 1/Unit 2 Sharks 5

Name \_\_\_\_\_ Date \_\_\_\_\_ PRACTICE AND REVIEW GRAMMAR 59

## Plurals and Possessives

- A plural noun names more than one person, place, or thing.
- Add **-s** to most nouns to form the plural. Do not use an apostrophe.
- A possessive noun shows who or what owns or has something.
- Add an apostrophe and **-s** to a singular noun to make it possessive.



Circle the words that describe the underlined noun in each sentence.

- I fell and broke two pots. (plural noun) (possessive noun)
- I also broke my sister's doll. (plural noun) (possessive noun)
- Jim fell on his mom's skates. (plural noun) (possessive noun)
- The skates are okay. (plural noun) (possessive noun)
- Jim's nose is broken! (plural noun) (possessive noun)
- His mom got some ice cubes. (plural noun) (possessive noun)
- His nose and cheeks are cold! (plural noun) (possessive noun)
- Jim is at the doctor's office now. (plural noun) (possessive noun)

8 Book 2 1/Unit 2 Sharks Extension: Have students brainstorm other plural words and have other students turn them into possessive words.

59

Name \_\_\_\_\_ Date \_\_\_\_\_ MECHANICS GRAMMAR 60

## Using Apostrophes

- Always use an apostrophe to form a possessive noun.
- Add an apostrophe and **-s** to make a singular noun possessive.
- Add an apostrophe to make most plural nouns possessive.
- Do not use an apostrophe to form a plural noun.



Circle the correct word.

- I see four \_\_\_\_\_ hats. boys boy's **boys'**
- Where are the \_\_\_\_\_? **cars** car's cars'
- Can you see the \_\_\_\_\_ tail wag? dogs **(dog's)** dogs'
- I saw both \_\_\_\_\_ eyes. cats cat's **cats'**
- I have \_\_\_\_\_ book. Pams **Pam's** Pams'
- There are two \_\_\_\_\_. **(apples)** apple's apples'
- All the \_\_\_\_\_ cats are here. girls **girl's** **girls'**
- That \_\_\_\_\_ paws are big! bears **bear's** bears'

60 Extension: Have each child make up a sentence with plurals and possessives and read it to the class. Have volunteers identify the plurals and/or possessives.

Book 2 1/Unit 2 Sharks 8



# Sharks • GRAMMAR

Name \_\_\_\_\_ Date \_\_\_\_\_ TEST GRAMMAR 61

## Plurals and Possessives

A. Read each sentence. Write on the line whether the underlined word is a plural or a possessive.

1. Marta will make the beds. plural
2. The bed's sheets need to be changed. possessive
3. The pillows are in the closet. plural
4. Marta's brother will help her. possessive
5. The covers are on the bed. plural

B. Read each sentence. Correct it.  
Write the correct sentence.

6. The chair's are wet.  
The chairs are wet.
7. Put them near Toms door.  
Put them near Tom's door.
8. The bell's are ringing.  
The bells are ringing.
9. There are many foxes footprints.  
There are many foxes' footprints.
10. The mountain's are tall.  
The mountains are tall.

Name \_\_\_\_\_ Date \_\_\_\_\_ MORE PRACTICE GRAMMAR 62

## Plurals and Possessives

Do not confuse plurals with possessives.

- A plural noun names more than one person, place, or thing.
- Add -s to most nouns to form the plural. Do not use an apostrophe.

Look at the pictures. Read the sentences about them.  
Write the sentences correctly.

1. I have Toms book.

I have Tom's book.



2. Tom has the boys caps.

Tom has the boys' caps.



3. The dogs tails are wagging.

The dogs' tails are wagging.



4. The cats food is in the dish.

The cat's food is in the dish.



5. Pams hands are clean.

Pam's hands are clean.





# Sharks • SPELLING

Name \_\_\_\_\_ Date \_\_\_\_\_ PRETEST SPELLING 57

## Words from Science

### Pretest Directions

Fold back your paper along the dotted line. Use the blanks to write each word as it is said to you. When you finish the test, unfold the paper and correct any spelling mistakes. Practice those words for the Posttest.

### To Parents,

Here are the results of your child's weekly spelling Pretest. You can help your child study for the Posttest by following these simple steps for each word on the word list:

1. Read the word to your child.
2. Have your child write the word, saying each letter as it is written.
3. Say each letter of the word as your child checks the spelling.
4. If a mistake has been made, have your child read each letter of the correctly spelled word aloud and then repeat steps 1–3.

- |           |            |
|-----------|------------|
| 1. _____  | 1. animals |
| 2. _____  | 2. head    |
| 3. _____  | 3. river   |
| 4. _____  | 4. nets    |
| 5. _____  | 5. fin     |
| 6. _____  | 6. wave    |
| 7. _____  | 7. senses  |
| 8. _____  | 8. shark   |
| 9. _____  | 9. seals   |
| 10. _____ | 10. tide   |

### Challenge Words

- |       |            |
|-------|------------|
| _____ | afraid     |
| _____ | danger     |
| _____ | lesson     |
| _____ | trouble    |
| _____ | understand |

10 Book 2.1/Unit 2  
Sharks

57

Name \_\_\_\_\_ Date \_\_\_\_\_ AT-HOME WORD STUDY SPELLING 58

## Words from Science

### Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.  
Did you spell the word right?  
If not, go back to step 1.



### Spelling Tip

Use the dictionary to look up spellings of words.

### X the Word

In each row, cross out the word that does not belong.

river	<del>animals</del>	tide	wave
head	shark	<del>nets</del>	fin
shark	<del>river</del>	animals	seals

### To Parents or Helpers:

Using the Word Study Steps above as your child comes across any new words will help him or her spell well. Review the steps as you both go over this week's spelling words.  
Go over the Spelling Tip with your child. Help your child practice using a dictionary to look up the spelling words.  
Help your child find the word that does not belong.

58

Book 2.1/Unit 2  
Sharks 3

Name \_\_\_\_\_ Date \_\_\_\_\_ EXPLORE THE PATTERN SPELLING 59

## Words from Science

animals	river	fin	senses	seals
head	nets	wave	shark	tide

Write the spelling words that name one thing.

- |                |                 |                |
|----------------|-----------------|----------------|
| 1. <u>head</u> | 2. <u>river</u> | 3. <u>fin</u>  |
| 4. <u>wave</u> | 5. <u>shark</u> | 6. <u>tide</u> |

Write the spelling words that name more than one thing.

- |                   |                  |
|-------------------|------------------|
| 7. <u>animals</u> | 8. <u>nets</u>   |
| 9. <u>senses</u>  | 10. <u>seals</u> |

10 Book 2.1/Unit 2  
Sharks

59

Name \_\_\_\_\_ Date \_\_\_\_\_ PRACTICE AND EXTEND SPELLING 60

## Words from Science

animals	river	fin	senses	seals
head	nets	wave	shark	tide

Use a spelling word to complete each sentence.

1. The best time to look for shells on the beach is at low tide.
2. A large wave washed away my sand castle.
3. A shark has a special fin on its back.
4. Mr. Johnson always wears a wool hat on his head.
5. The workers feed all the animals in the zoo twice a day.
6. My cat uses the senses of sight and smell to hunt.

### Word Meaning

Take off the s to make each spelling word singular.

- |                                |                            |
|--------------------------------|----------------------------|
| 1. animals – s = <u>animal</u> | 2. nets – s = <u>net</u>   |
| 3. senses – s = <u>sense</u>   | 4. seals – s = <u>seal</u> |

Add s to make each spelling word plural.

- |                              |                             |
|------------------------------|-----------------------------|
| 5. head + s = <u>heads</u>   | 6. river + s = <u>ivers</u> |
| 7. fin + s = <u>fins</u>     | 8. wave + s = <u>waves</u>  |
| 9. shark + s = <u>sharks</u> | 10. tide + s = <u>tides</u> |

Challenge Extension: Have students write a sentence for each challenge word. Illustrate sentences with a picture.

60

Book 2.1/Unit 2  
Sharks 16



# Sharks • SPELLING

Name \_\_\_\_\_ Date \_\_\_\_\_ PROOFREAD AND WRITE SPELLING 61

## Words from Science

### Proofreading Activity

There are five spelling mistakes in the paragraph below. Circle each misspelled word. Write the words correctly on the lines below.

Some animals like to eat fish. Some people like fish too. But anmals and people catch fish in different ways. A person might use a fishing pole to lift a fish from the rivr. Some people use nats to take fish from the ocean. Sels swim fast and catch fish in their mouths. A shrak uses his sharp teeth to gobble up large fish.

1. animals
2. river
3. nets
4. seals
5. shark

### Writing Activity

Write a story about things that live in the ocean. Use five spelling words in your story. Circle the spelling words you use.

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Name \_\_\_\_\_ Date \_\_\_\_\_ POSTTEST SPELLING 62

## Words from Science

Look at the words in each set. One word in each set is spelled correctly. Use a pencil to color in the circle in front of that word. Before you begin, look at the sample sets of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

### Sample A

- ☒ A fesh
- ☐ B fish
- ☐ C fishe
- ☐ D feesh

### Sample B

- ☐ E farn
- ☐ F ferm
- ☒ G farm
- ☐ H farne

1. ☐ A wav  
☐ B waev  
☒ C wave  
☐ D waev
2. ☐ E haed  
☐ F hed  
☐ G hade  
☒ H head
3. ☒ A animals  
☐ B aminals  
☐ C anmials  
☐ D anmails
4. ☐ E rivr  
☒ F river  
☐ G rever  
☐ H revir
5. ☐ A nes  
☒ B nets  
☐ C nts  
☐ D netes

6. ☐ E fien  
☒ F fin  
☐ G fen  
☐ H fein
7. ☐ A sesnes  
☒ B senses  
☐ C sencses  
☐ D sens
8. ☐ E saels  
☒ F seals  
☐ G siels  
☐ H seels
9. ☐ A sharc  
☐ B shrak  
☒ C shark  
☐ D sharke
10. ☐ E teid  
☒ F tide  
☐ G teed  
☐ H tid



# Unit 2 Review • PRACTICE and RETEACH

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice **83**

## Unit 2 Vocabulary Review

A. Choose the word from the box that completes each sentence.

repair      empty      wrong      special

- My birthday is a special day.
- Dad tried to repair the broken bike.
- We were surprised that the box was empty.
- Is my answer right or wrong?

B. Answer each question. **Answers may vary.**

**squeezed** 1. If you squeezed some pieces of an orange, what would come out?

Orange juice would come out.

**melted** 2. What would you do if your ice-cream melted?

I would get more.

**president** 3. What makes someone a good president?

Good presidents are smart and kind.

**rules** 4. How many rules does your class have?

My class has three rules.

Book 2 1/Unit 2  
Unit 2 Vocabulary Review

At Home: Have children write a story about a busy person.

83

Name \_\_\_\_\_ Date \_\_\_\_\_ Practice **84**

## Unit 2 Vocabulary Review

A. Answer **Yes** or **No** to each question.

- Can candles light a room? Yes
- If you glanced at something, would you look at it for a long time? No
- Is the edge of a table in the middle? No
- Is scared another word for afraid? Yes
- If you chew something, do you use your teeth? Yes
- Can you go inside a building? Yes

B. Look for context clues to figure out the meaning of the underlined vocabulary word. Then define each vocabulary word.

- I poured milk into the glass. But not all of the milk flowed into the glass. Some of it spilled on the floor. let it flow
- The teacher said the letters of the alphabet, and the students repeated the letters after her. to say something again
- I am very busy. I take singing lessons, play baseball, and am in the Science Club. doing many things
- I waited for you at the corner of Green and King Streets. where two streets meet

Book 2 1/Unit 2  
Unit 2 Vocabulary Review

At Home: Have children circle the clues that helped them to figure out the meaning of each word in Exercise B.

Book 2 1/Unit 2  
Unit 2 Vocabulary Review

84

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach **83**

## Unit 2 Vocabulary Review

A. Circle the word that completes each sentence.

- The teacher \_\_\_\_\_, "There will be a test next week."  
a. melted **b. announced** c. leaned
- When it became dark, he lit some \_\_\_\_\_.  
**a. candles** b. danger c. rules
- She's a great leader. I think she should be the \_\_\_\_\_ of our club.  
a. candles b. lesson **c. president**
- It was a \_\_\_\_\_ crayon. It was bigger than my arm.  
a. corner b. busy **c. giant**

B. Put an **X** next to each incorrect definition. Write the correct definition on the long line.

\_\_\_\_\_ 1. corner: the place where two streets meet

\_\_\_\_\_ 2. promise: words that say that something will be done

**X** 3. form: to sing

to make

**X** 4. lesson: a cow

something that is learned

Book 2 1/Unit 2  
Unit 2 Vocabulary Review

At Home: Have children use some of the words they did not circle in a sentence.

83

Name \_\_\_\_\_ Date \_\_\_\_\_ Reteach **84**

## Unit 2 Vocabulary Review

A. Complete the crossword puzzle below using these words.

allowed      leaned      building      afraid

Down

- another word for scared
- was not straight

Across

- gave permission to do something
- a place that people can go into, like a museum or a school

B. Underline the correct definition for each word below.

- glanced  
a. looked quickly      b. walked quickly
- whispered  
a. said loudly      b. said softly
- repair  
a. to break      b. to fix
- repeated  
a. said again      b. said softly

Book 2 1/Unit 2  
Unit 2 Vocabulary Review

At Home: Have children write a sentence that includes two of the vocabulary words.

Book 2 1/Unit 2  
Unit 2 Vocabulary Review

84



# Unit 2 Review • EXTEND and GRAMMAR

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend **83**

## Vocabulary Review

Write a sentence for each word from the box.

leaned    melted    repair    repeated    squeezed

Sentences will vary but may include the word **learned**.

Sentences will vary but may include the word **melted**.

Sentences will vary but may include the word **repair**.

Sentences will vary but may include the word **repeated**.

Sentences will vary but may include the word **squeezed**.

Circle two sentences below.

Draw a picture for each one on a piece of paper.

We live in this house.

Tom poured a glass of milk

I promised her a puppy for her gift.

The rule is to always swim with a buddy.

Book 2.1/Unit 2

At Home: Challenge children to use as many of the vocabulary words as they can in one story.

83

Name \_\_\_\_\_ Date \_\_\_\_\_ Extend **84**

## Vocabulary Review

Read the clues. Use words from the boxes to fill in the puzzles.

empty    giant    candles    building    busy    corners

### Across

1. We lit the \_\_\_\_\_ on the cake.

4. Now she was \_\_\_\_\_  
so she could not help me.

5. The \_\_\_\_\_ was bigger than Jack.

### Down

1. A table has four \_\_\_\_\_.

2. The box was \_\_\_\_\_  
so there were no more cookies.

3. I live in a tall \_\_\_\_\_.

allowed    edge    president    whispered

### Across

4. The \_\_\_\_\_ is a leader of our  
country.

### Down

1. She was \_\_\_\_\_ to stay out late.

2. A knife has a sharp \_\_\_\_\_.

3. He \_\_\_\_\_ in my ear.

84

At Home: Help children write their own clues to make new crossword puzzles.

Book 2.1/Unit 2

Name \_\_\_\_\_ Date \_\_\_\_\_ UNIT TEST **GRAMMAR 63**

## Nouns

Choose the word that belongs in each space.

Mark the letter for your answer.

The boys are in (1) \_\_\_\_\_. The boys saw a large shadow. They heard a noise. The boys' hands shook.

1. ☒ school    ☐ market    ☐ street

The noise they heard was really loud. The students ran. Then one student cried. Some (2) \_\_\_\_\_ came back to help.

2. ☐ road    ☐ two    ☒ students

Mabel's hat fell in the river. Mary and (3) \_\_\_\_\_ went looking for it. The girls found it near two trees.

3. ☐ girl    ☒ Mabel    ☐ river

Do you know Mr. and (4) \_\_\_\_\_ Borden? I think Dr. Walker knows her, too. He says Mrs. Borden is a nice lady.

4. ☒ Mrs.    ☐ mrs.    ☐ mr.

We are on vacation in (5) \_\_\_\_\_ and August. We go to school from September to June.

5. ☐ december    ☐ july    ☒ July

Go On

Book 2.1/Unit 2  
Just Between Us

63

Name \_\_\_\_\_ Date \_\_\_\_\_ UNIT TEST **GRAMMAR 64**

## Nouns

(6) \_\_\_\_\_ mother is on the phone. She wants you to tell Dan that he has to go home.

6. ☐ Dan's    ☐ Dans    ☒ Dans'

Some girls are wearing red shirts. One (7) \_\_\_\_\_ shirt is white. Other girls have blue shirts.

7. ☐ girls'    ☒ girl's    ☐ girl

How can I write? None of the (8) \_\_\_\_\_ points are sharp. Please sharpen them.

8. ☒ pencils'    ☐ pencils    ☐ pencil's

The teacher is giving a test. We will all need (9) \_\_\_\_\_ to write with. Where can I find a sharp one?

9. ☐ pencils'    ☒ pencils    ☐ pencil's

One wasp was on my head. I brushed it off. Then two more wasps came. I found out that the (10) \_\_\_\_\_ nest was in a tree near my window.

10. ☒ wasps'    ☐ wasps    ☐ wasp's

64

Book 2.1/Unit 2  
Just Between Us

10



# Unit 2 Review • SPELLING

Name \_\_\_\_\_ Date \_\_\_\_\_ UNIT TEST SPELLING **63**

## Book 2. I/Unit 2 Review Test

Read each sentence. If an underlined word is spelled wrong, fill in the circle that goes with that word. If no word is spelled wrong, fill in the circle below NONE.  
Read Sample A, and do Sample B.

A. Did you hear about the blue mouse?  
A B C

A. (A) (B) (C) (D) NONE

B. My toy horse has soft fur.  
E F G

B. (E) (F) (G) (H) NONE

1. The sharke will not come down to the shore.  
A B C

1. (A) (B) (C) (D) NONE

2. The curl in her hair blew in the wind.  
E F G

2. (A) (B) (C) (D) NONE

3. They have animals down on the farm.  
A B C

3. (A) (B) (C) (D) NONE

4. Our schole has a porch near our room.  
E F G

4. (A) (B) (C) (D) NONE

5. The zookeeper takes good cayre of her seals.  
A B C

5. (A) (B) (C) (D) NONE

6. They jump for joye to see the farm animals.  
E F G

6. (A) (B) (C) (D) NONE

7. There is a clue down in my rum.  
A B C

7. (A) (B) (C) (D) NONE

8. This year we can feed the seales at the shore.  
E F G

8. (E) (F) (G) (H) NONE

9. The wind blue a coin across the porch.  
A B C

9. (A) (B) (C) (D) NONE



Name \_\_\_\_\_ Date \_\_\_\_\_ UNIT TEST SPELLING **64**

## Book 2. I/Unit 2 Review Test

10. This yer I am in the new school room.  
E F G

10. (A) (B) (C) (D) NONE

11. The animals swam down the river.  
A B C

11. (A) (B) (C) (D) NONE

12. The clue is down at the shoore.  
E F G

12. (E) (F) (G) (H) NONE

13. This coin is in herr room.  
A B C

13. (A) (B) (C) (D) NONE

14. The seels are on the house porch.  
E F G

14. (A) (B) (C) (D) NONE

15. He gave her a coine for her birthday.  
A B C

15. (A) (B) (C) (D) NONE

16. I care for the animales on the farm.  
E F G

16. (E) (F) (G) (H) NONE

17. Her mom's birthday is later this year.  
A B C

17. (A) (B) (C) (D) NONE

18. I sat on the porche swing by the shore.  
E F G

18. (A) (B) (C) (D) NONE

19. The leaf blew downe the river.  
A B C

19. (A) (B) (C) (D) NONE

20. Her animals are never in the house.  
E F G

20. (E) (F) (G) (H) NONE



# Variant Vowel /ü/, oo, ue, ew



## OBJECTIVES

Students will recognize, listen for, and mime words with variant vowels.

## Alternate Activities

### Visual

#### VARIANT VOWEL CHAINS



**Materials:** construction paper, scissors, crayons or markers, tape or glue

Use the following activity to develop students' awareness of words with variant vowels.

- On the chalkboard create three headings titled: oo, ue, or ew. Invite the class to brainstorm words that go into each column.



Have students cut paper into strips. Tell them to write very short sentences that contain words from the board on each strip.

- Students can then fold the strips of paper into links of a variant vowel chain. Chains may either be displayed separately or linked together in one large class chain. ► **Spatial**

- Groups can perform their selections for the entire class. ► **Musical**

### Kinesthetic

#### VARIANT VOWEL PANTOMIME



**Materials:** paper, pencil, box, chalk

Students pantomime as audience members guess /ü/ words.

- On several slips of paper, write at least two words that contain the /ü/. Put the slips in a box.
- Have student teams take turns selecting slips of paper and pantomiming one of the words.
- After the class has correctly guessed the word, write it on the board, and have a volunteer pantomime a rhyming word.

► **Logical/Mathematical**



### Auditory

#### CHANGING VOWELS IN MUSIC



**Materials:** paper, pencils, chart paper, markers or crayons, cassettes or CDs

Students find vowel sounds in songs.

- Place students into groups. Have them listen to familiar songs.
- Invite students to write words from these songs that contain the /ü/ sound. Groups can then use those words in their own song or chant.

See Reteach 43, 47, 48



# Graphs and Diagrams



## OBJECTIVES

Students will learn to fill in diagrams, read, and create pie and bar graphs.

## Alternate Activities

### Visual

#### SCHOOL DIAGRAM



**Materials:** chart paper, pencils

- Provide a diagram of the school on chart paper, and hang it in the front of the room. Label various locations with arrows and blanks.
- Have student groups take turns filling in locations such as gym, lunchroom, library, etc. Give each group a piece of paper to make their own diagram of that particular location.
- Groups can then present their diagrams to the entire class and have the class guess what the arrows in their diagram point to (i.e., for "gym": basketball net, bleachers, locker room, etc.).

► **Spatial**

### Auditory

#### YUM-YUM PIE GRAPH



**Materials:** chart or graph paper, markers, crayons or colored pencils

Students collect and analyze data to create pie graphs.

- By a show of hands, have students vote for a favorite fruit. Volunteers can write the name of the fruit and number of student votes each received on chart paper.

- Create a pie graph on the chart paper based on the numbers the students provided.
- Now tell the students you are going to change the numbers to reflect an imaginary class. Have them create their own pie graphs with the numbers you provide. ► **Logical/Mathematical**

### Kinesthetic

#### MONEY GRAPH



**Materials:** chart paper, colored pencils or markers, paper, pencil

- Label slips of paper: "penny," "nickel," "dime," or "quarter," along with a number. Distribute one piece of paper to each student.
- Tell students the class has to figure out how much "money" has been distributed. Show students chart paper on which you have drawn the axis of a bar graph, with type of coins along bottom axis and amount along vertical axis.
- Have students take turns filling in the graph. After the entire class has participated, have student volunteers tell the total amount.

► **Logical/Mathematical**



# Problems and Solutions



**OBJECTIVES** Students will identify problems and write, brainstorm, and mime solutions.

## Alternate Activities

### Visual

#### FOR THE BIRDS



**Materials:** paper, pencils, crayons or colored pencils, chart paper

Students work to solve environmental problems in this activity.

- On chart paper, write a few sentences about birds that have been caught in an oil spill.



Have students write a short paragraph about ways to help the birds. Ask students to illustrate their paragraphs.

- Students can share their solutions with the class, and completed pages can be compiled into a book. ► **Intrapersonal**

### Auditory

#### SOLUTIONS-R-US



**Materials:** chart, index cards, markers, tape

Students recognize a variety of ways to solve a problem.

- On a chart, write a list of problems from stories recently read by the class. Place this list in a horizontal row. Under each problem, in columns, place a row of index card-sized boxes. In the first box in each column, write how the problem was resolved in the story.

- Have student groups work together to come up with different solutions. Have a group member write the group's solution on an index card.
- Invite volunteers from each group to explain the group's solution and to tape the index card in place on the chart. ► **Interpersonal**

### Kinesthetic

#### PROBLEM SOLVERS CLUB



**Materials:** paper, pencils, box

Students work with pantomime to illustrate solutions to problems.

- On slips of paper, write problematic situations (person on crutches needs help crossing the street, locked out of the house without keys, etc.). Place slips into a box.
- Have partner teams take turns picking a problem out of the box and pantomiming the solution for the class, so that the class can guess the problem.
- Another alternative is to have student partners add a problem of their own to the box so that other teams can act out a solution.

► **Bodily/Kinesthetic**

See Reteach 49, 65, 80



# Prefixes



**OBJECTIVES** Students will identify root words and prefixes.  
Students will combine them to form words.

## Alternate Activities

### Visual

#### CHECK YOUR ROOTS



**Materials:** paper, pencils, chalk, timer

Students work to create words from prefixes and root words.

- Prepare a list of 15 common root words. On the chalkboard, write two columns, one with five of the root words and the other with prefixes.
- Tell students they will have a short time to come up with as many words as they can by combining the prefixes and root words.
- When time is up, erase the five root words and write five new ones from the list. Repeat until all the root words have been used.
- Students can share their lists with the class.

► **Linguistic**

### Auditory

#### PREFIX PARTNERS



**Materials:** index cards, markers, empty box

Students pretend to "be" prefixes in this prefix/root word game.

- On index cards, write a number of prefixes, one per card.
- Have student partners draw a card. Tell them to "be" the prefix and add themselves to the root words you will provide.

- Read a root word. Ask student partners whether their prefix could combine with the root word to form a correct new word. ► **Linguistic**

### Kinesthetic

#### PREFIX CONCENTRATION

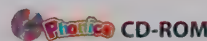


**Materials:** index cards, pencils, timer

Through game play, students work with prefixes.

- On index cards, write a number of prefixes and root words. Place all index cards face down in the center of the room.
- Have students form groups and sit around the cards in a circle so all can see.
- Each group takes a turn. A team member turns over a card and identifies it as a "prefix" or a "root." The student then turns over another card. If the two cards combine to make a word, the group gets a point, and the student's turn continues. The cards are turned face down, and the student can choose again, until the two cards do not combine.
- At that time, play passes to the next group.

► **Logical/Mathematical**



CD-ROM



# Diphthongs /ou/ow, ou, /oi/, oi, oy



**OBJECTIVES** Students will visualize, listen for, and recognize diphthong vowel sounds /ou/, ow, ou, and /oi/, oi, oy.

## Alternate Activities

### Visual

#### WORD RACE



**Materials:** chalk, timer

Students list words to illustrate their knowledge of diphthongs.

- Divide the board into two halves with a line. On one half, write "Cow," and on the other side, write "Coin."
- Organize the class into two halves, one on the "cow" side and one on the "coin" side. Tell students that the lines will alternate. Each student will walk up to the chalkboard, read the words already listed, and add one with the same /ou/ or /oi/ sound. The first child will say, "cow," and then write a word such as "house" before moving to the end of the line.
- All students can take turns reading the lists aloud.

► **Linguistic**

### Auditory

#### DIPHTHONGS MAKE GREAT SONGS



**Materials:** paper, pencils, box

In this activity, students create songs and chants as they work with diphthongs.

- On a number of slips of paper, write a word with /ou/ and /oi/ sounds.

- Have student partners draw a slip of paper. Working together, they should write a real or nonsense song/chant that features as many rhymes with their vowel sound as they can think of.
- Students can practice and then perform their pieces for the other students, who can identify the words with the recurring vowel sound.

► **Musical**

### Kinesthetic

#### GIMME FIVE



**Materials:** index cards

Students play a game to show their recognition of diphthongs.

- Tell students how to play "Gimme Five." If they hear a word with /ou/, they should slap five with their partner's right hand. If they hear a word with /oi/, they should slap left hands.



After students play, have them write stories, using as many of the words from the game as they can remember. ► **Bodily/Kinesthetic**



CD-ROM

See Reteach 51, 55, 56



# Make Inferences



## OBJECTIVES

Students will make, compare, and act out knowledge of inferences based on pictures and words.

## Alternate Activities

### Visual

#### COMIC RELIEF



GROUP

**Materials:** comic strips, glue, construction paper, crayons, paper

Students complete comic strips in this activity.

- Cut from a comic strip two panels that show the beginning and middle of a story sequence. Glue the two panels to construction paper, with space for a third. Create several of these to distribute to groups of students.
- Have groups brainstorm the possible outcomes in the third panel. Have each group draw a third panel for the strip.
- Groups can present their completed strips to the entire class. ► **Interpersonal**

### Auditory

#### THE STORY SO FAR . . .



ONE

**Materials:** paper, pencil

Students infer outcomes in this activity.

- Write a number of sentences indicating different possible outcomes, such as: "The cake was sitting on the window sill," and "There is a stray dog in our yard."



WRITING

Have students listen to each of the sentences and write a potential outcome.

- Students can read their outcomes to the entire class. ► **Intrapersonal**

### Kinesthetic

#### PICTURE THIS



PARTNERS

**Materials:** magazines, scissors, tape, paper

Students draw inferences based on pictures in magazines.

- Have pairs look for magazine pictures that show two people interacting. Tell them to cut out one and tape it to a sheet of paper.
- Partners can brainstorm what the situation is between the two people in the picture and what will likely happen next.
- The partners can act the scene out for the class, illustrating their inferences regarding the relationship between the two people in the picture.
- Have classmates discuss different interpretations. ► **Bodily/Kinesthetic**



# R-controlled Variant Vowels



## OBJECTIVES

Students will identify, recall and mime *r*-controlled vowel words with the /ar/, /or/, and /ir/ sound.

## Alternate Activities

### Visual

#### HUNT FOR THE RUNAWAY "Rs"



**Materials:** chalk, pencils, paper, crayons or colored pencils

In this activity, students identify words with *r*-controlled vowels and use them in sentences.

- On the board, write a list of words five across and five deep, twenty-five words in all. Use five randomly-placed words with *r*-controlled vowel sounds, such as *work*, *barn*, etc.



Tell children to find the words with the *r*-controlled vowel sounds and write them on their papers. After they have found all the words, they should write a sentence using each of the words. Tell students to underline the *r*-controlled vowel word in each of their sentences.

- Students can illustrate their sentences and share them with the rest of the class. ► **Linguistic**

### Auditory

#### BLANK BLANK BLANK



**Materials:** poster board or chart paper, index cards, markers

Students play an *r*-controlled vowel game in this activity.

- Write 30 cards with sentences featuring a blank where the *r*-controlled vowel word would be. Underneath the sentence, write the correct word. Divide the cards into two piles of fifteen each.

- Read the list of words to the class. Organize the students into two groups, lined up across from each other. Have students take turns reading a sentence to the other group. Tell members of the other group to guess the word. A correct guess gives a group a chance to read a sentence.

► **Interpersonal**

### Kinesthetic

#### PANTOMIME Rs



**Materials:** paper, pencil, empty box

Students use pantomime to illustrate words that contain *r*-controlled vowels.

- On a number of slips of paper, write *r*-controlled vowel words. Place the slips into the box.
- Have student partners take turns selecting a word from the box and pantomiming it for the class to guess.
- The partners who are the first to correctly guess get the next turn. ► **Bodily/Kinesthetic**



See Reteach 59, 63, 64



# Compound Words



## OBJECTIVES

Students will visually identify, listen for, and combine words to create compound words.

## Alternate Activities

### Visual

#### SEEK AND FIND COMPOUNDS



**Materials:** book, pencils, chart paper

Students work together to find compound words and use them in stories.



Have students look through stories the class has recently read for examples of compound words. As they find the words, they should list them on chart paper.

- Have students use as many words as possible as they write a group story. ► **Interpersonal**

### Auditory

#### WORD-MAKERS



**Materials:** paper, pencil

In this activity, students create compound words and use them in skits.

- Read aloud a list of words to the class from which they can form compound words (i.e., "snow," which can generate "snowstorm," "snowflake," etc.).
- Tell students to come up with as many words as possible for each selection. Have them use the words in skits.
- Students can then use each of the words in a sentence. Have them share sentences with the class. ► **Intrapersonal**

### Kinesthetic

#### COMPOUND BUDDIES



**Materials:** index cards, marker, paper, pencil, chart paper, timer

In this activity, students work in groups to form compound words.

- On a number of index cards, write words that can easily be used to form compound words ("snow" "ball," "short," etc.).
- Place the students into small groups, and give each student an index card. Tell students they have five minutes to talk to other students, exchange their words, and discover new compound words they can make together.
- After time is up, have each group put all of its compound words on chart paper.
- Groups can share their lists with the class. ► **Bodily/Kinesthetic**



# R-controlled Variant Vowels

## /är/, ar, /ûr/, ir, ur, er



### OBJECTIVES

Students will recognize, listen for, and use pictures to illustrate *r*-controlled vowel words with /är/ and /ûr/.

## Alternate Activities

### Visual

#### R-VOWEL BUG GAME



**Materials:** pencils, paper, empty boxes

Through game play, students work with words that contain *r*-controlled vowels.

- On slips of paper, write words that contain *r*-controlled vowel sounds /är/ and /ûr/. Place several slips in each box.
- Tell partners how to play “the *R*-Vowel Bug Game.” One student will take a slip of paper and draw one blank for each letter in the word. The other student will attempt to determine the word by guessing one letter at a time.
- The student who knows the word will draw a correctly guessed letter in the appropriate blank. If incorrect, the student draws a portion of a bug (antennae, legs, abdomen). If the word is guessed before the bug is complete, students change roles. ► **Logical/Mathematical**

- Read the list of words to the class. Each time an *r*-controlled word is read, students should raise their hands. The first three students to raise their hands can come up and get an index card with the word written on it.



Back at their seats, children can use the words in sentences and illustrate the sentences. Students then share their papers with the class. ► **Interpersonal**

### Kinesthetic

#### FIND THE SOUNDS



**Materials:** magazines, newspapers, scissors, glue or tape, paper, pencil

- Give each group several magazines or newspapers. Tell the groups to find pictures that show the appropriate vowel sounds.
- Have the groups cut out the pictures and affix them to a piece of paper.
- Groups can then present their collages to the class and have the class guess what the represented words are. ► **Bodily/Kinesthetic**

### Auditory

#### MESSAGE DECODERS



**Materials:** chalk, paper, pencil, markers or crayons

- On the board, write a list of words, randomly mixing words with *r*-controlled vowels sounds /är/ and /ûr/ into the list. Write all of the *r*-controlled vowel words on index cards as well, three index cards for each word.



See Reteach 67, 71, 75







## A Communication Tool

Although typewriters and computers are readily available, many situations continue to require handwriting. Tasks such as keeping journals, completing forms, taking notes, making shopping or organizational lists, and the ability to read handwritten manuscript or cursive writing are a few examples of practical application of this skill.

### BEFORE YOU BEGIN

Before children begin to write, certain fine motor skills need to be developed. Examples of activities that can be used as warm-up activities are:

- **Simon Says** Play a game of Simon Says using just finger positions.
- **Finger Plays and Songs** Sing songs that use Signed English, American Sign Language or finger spelling.
- **Mazes** Mazes are available in a wide range of difficulty. You can also create mazes that allow children to move their writing instruments from left to right.

## Determining Handedness

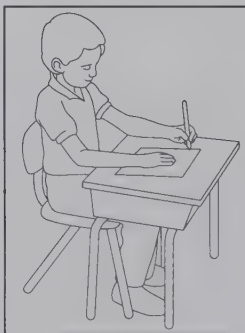
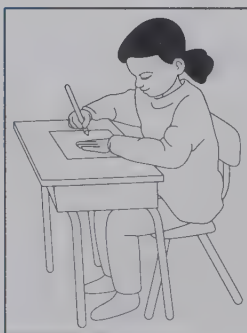
Keys to determining handedness in a child:

- Which hand does the child eat with? This is the hand that is likely to become the dominant hand.
- Does the child start coloring with one hand and then switch to the other? This may be due to fatigue rather than lack of hand preference.
- Does the child cross midline to pick things up or use the closest hand? Place items directly in front of the child to see if one hand is preferred.
- Does the child do better with one hand or the other?



## The Mechanics of Writing

### DESK AND CHAIR

- Chair height should allow for the feet to rest flat on the floor.
- Desk height should be two inches above the level of the elbows when the child is sitting.
- The chair should be pulled in allowing for an inch of space between the child's abdomen and the desk.
- Children sit erect with the elbows resting on the desk.
- Children should have models of letters on the desk or at eye level, not above their heads.





### PAPER POSITION

- **Right-handed children** should turn the paper so that the lower left-hand corner of the paper points to the abdomen. 
- **Left-handed children** should turn the paper so that the lower right-hand corner of the paper points to the abdomen. 
- The nondominant hand should anchor the paper near the top so that the paper doesn't slide.
- The paper should be moved up as the child nears the bottom of the paper. Many children won't think of this and may let their arms hang off the desk when they reach the bottom of a page.




## The Writing Instrument Grasp

For handwriting to be functional, the writing instrument must be held in a way that allows for fluid dynamic movement.

### FUNCTIONAL GRASP PATTERNS

- **Tripod Grasp** With open web space, the writing instrument is held with the tip of the thumb and the index finger and rests against the side of the third finger. The thumb and index finger form a circle. 
- **Quadrupod Grasp** With open web space, the writing instrument is held with the tip of the thumb and index finger and rests against the fourth finger. The thumb and index finger form a circle. 


### INCORRECT GRASP PATTERNS

- **Fisted Grasp** The writing instrument is held in a fisted hand. 
- **Pronated Grasp** The writing instrument is held diagonally within the hand with the tips of the thumb and index finger on the writing instrument but with no support from other fingers. 
- **Five-Finger Grasp** The writing instrument is held with the tips of all five fingers. 

### TO CORRECT WRITING INSTRUMENT GRASPS

- Have children play counting games with an eye dropper and water.
- Have children pick up small objects with a tweezer.
- Do counting games with children picking up small coins using just the thumb and index finger.

### FLEXED OR HOOKED WRIST

- The writing instrument can be held in a variety of grasps with the wrist flexed or bent. This is typically seen with left-handed writers but is also present in some right-handed writers. To correct wrist position, have children check their writing posture and paper placement. 



# Evaluation Checklist

Functional writing is made up of two elements, legibility and functional speed.

## LEGIBILITY

### MANUSCRIPT

#### Formation and Strokes

- ☒ Does the child begin letters at the top?
- ☒ Do circles close?
- ☒ Are the horizontal lines straight?
- ☒ Do circular shapes and extender and descender lines touch?
- ☒ Are the heights of all upper-case letters equal?
- ☒ Are the heights of all lower-case letters equal?
- ☒ Are the lengths of the extenders and descenders the same for all letters?

#### Directionality

- ☒ Are letters and words formed from left to right?
- ☒ Are letters and words formed from top to bottom?

#### Spacing

- ☒ Are the spaces between letters equidistant?
- ☒ Are the spaces between words equidistant?
- ☒ Do the letters rest on the line?
- ☒ Are the top, bottom and side margins even?

### CURSIVE

#### Formation and Strokes

- ☒ Do circular shapes close?
- ☒ Are the downstrokes parallel?
- ☒ Do circular shapes and downstroke lines touch?
- ☒ Are the heights of all upper-case letters equal?
- ☒ Are the heights of all lower-case letters equal?
- ☒ Are the lengths of the extenders and descenders the same for all letters?

- ☒ Do the letters which finish at the top join the next letter?

(*b, o, v, w*)

- ☒ Do the letters which finish at the bottom join the next letter? (*a, c, d, h, i, k, l, m, n, r, s, t, u, x*)

- ☒ Do letters with descenders join the next letter?

(*f, g, j, p, q, y, z*)

- ☒ Do all letters touch the line?

- ☒ Is the vertical slant of all letters consistent?

#### Directionality

- ☒ Are letters and words formed from left to right?
- ☒ Are letters and words formed from top to bottom?

#### Spacing

- ☒ Are the spaces between letters equidistant?
- ☒ Are the spaces between words equidistant?
- ☒ Do the letters rest on the line?
- ☒ Are the top, bottom and side margins even?

## SPEED

The prettiest handwriting is not functional for classroom work if it takes the child three times longer than the rest of the class to complete work assignments. After the children have been introduced to writing individual letters, begin to add time limitations to the completion of copying or writing assignments. Then check the child's work for legibility.



# Handwriting Models—Manuscript

A B C D E F G H

I J K L M N O P

Q R S T U V W

X Y Z

a b c d e f g h

i j k l m n o p

q r s t u v w

x y z



# Handwriting Models—Cursive

A B C D E F G H I

J K L M N O P Q R

S T U V W X Y Z

a b c d e f g h i j

k l m n o p q r s

t u v w x y z



## Selection Titles

## Honors, Prizes, and Awards



### HENRY AND MUDGE

Book 1, p.38

by **Cynthia Rylant**

Illustrated by **Suçie Stevenson**

### American Book Award Pick of the List (1987)

**Author:** **Cynthia Rylant**, winner of Caldecott Honor (1983) for *When I Was Young in the Mountains*; ALA Notable (1985) for *Waiting to Waltz: A Childhood: Poems*; ALA Notable, Caldecott Honor (1986), New York Times Best Illustrated (1985) for *The Relatives Came*; ALA Notable (1986) for *Blue-Eyed Daisy*; ALA Notable, Newbery Honor (1987) for *Fine White Dust*; ALA Notable (1988) for *Henry and Mudge Under the Yellow Moon*; ALA Notable (1991) for *Henry and Mudge and the Happy Cat*; ALA Notable (1992), Boston Globe-Horn Book Award (1991) for *Appalachia: The Voices of the Sleeping Birds*; ALA Notable (1993) for *Angel for Solomon Singer*; ALA Notable, Newbery Medal (1993), Boston Globe-Horn Book Award (1992) for *Missing May*; ALA Notable (1996) for *Mr. Putter and Tabby Pick the Pears*; ALA Notable (1996) for *Van Gogh Café*

**Illustrator:** **Suçie Stevenson**, winner ALA Notable (1988) for *Henry and Mudge Under the Yellow Moon*; ALA Notable (1991) for *Henry and Mudge and the Happy Cat*



### ROUNDUP AT RIO RANCH

Book 1, p.94

by **Angela Shelf Medearis**

**Author:** **Angela Shelf Medearis**, winner of IRA-Teachers' Choice Award (1995) for *Our People*



### THE MERRY-GO-ROUND

Book 1, p.124

by **Myra Cohn Livingston**

**Poet:** **Myra Cohn Livingston**, winner of National Council of Teachers of English Award for Excellence in Poetry for Children (1980); ALA Notable (1984) for *Christmas Poems*; ALA Notable (1987) *Cat Poems*; ALA Notable (1992) *Poem-Making: Ways to Learn Writing Poetry*



### A LETTER TO AMY

Book 1, p.158

by **Ezra Jack Keats**

**Author/Illustrator:** **Ezra Jack Keats**, winner of Caldecott Medal (1963) for *The Snowy Day*; Caldecott Honor (1970) for *Goggles*; Boston Globe-Horn Book Award (1970) for *Hi, Cat!*



### THE BEST FRIENDS CLUB

Book 1, p.194

by **Elizabeth Winthrop**

Illustrated by **Martha Weston**

### IRA-CBC Children's Choice (1990)

**Illustrator:** **Martha Weston**, winner of ALA Notable (1989) for *Big Beast Book: Dinosaurs and How They Got That Way*



## Selection Titles

## Honors, Prizes, and Awards



### JAMAICA TAG-ALONG

Book 1, p.218

by **Juanita Havill**

**Author:** *Juanita Havill*, winner of Ezra Jack Keats Award (1987)



### FOUR GENERATIONS

Book 1, p.254

by **Mary Ann Hoberman**

**Poet:** *Mary Ann Hoberman*, winner of American Book Award Paperback Picture Book (1983) for *A House Is a House for Me*



### CLOUD DRAGONS

Book 1, p.256

by **Pat Mora**

**Author:** *Pat Mora*, winner of National Association for Chicano Studies Creative Writing Award (1983); New America: Woman Artists and Writers of the Southwest Award (1984); Smithsonian Magazine Notable Books for Children (1998) for *Tomás and the Library Lady*



### ARTHUR WRITES A STORY

Book 1, p.260

by **Marc Brown**

#### IRA-CBC Children's Choice (1997)

**Author/Illustrator:** *Marc Brown*, winner of Boston Globe-Horn Book Honor (1980) for *Why the Tides Ebb and Flow*; ALA Notable (1984) for *The Bionic Bunny Show*



### BEST WISHES, ED

Book 1, p.292

by **James Stevenson**

**Author /Illustrator:** *James Stevenson*, winner of Boston Globe-Horn Book Honor (1998) for *Popcorn: Poems*; Christopher Award (1983) for *We Can't Sleep*; ALA Notable (1984) for *What's Under My Bed*; ALA Notable (1987) for *When I Was Nine*; ALA Notable, Boston Globe-Horn Book Honor (1987) for *Georgia Music*; ALA Notable (1988) for *Granddaddy's Place*; ALA Notable (1991) for *July*; ALA Notable (1993) for *Don't You Know There's a War On?*; ALA Notable (1994) for *Granddaddy and Janetta*; Texas Blue Bonnet Master List (1995), ALA Notable (1996) for *Sweet Corn: Poems*; ALA Notable (1996) for *Granddaddy's Stars*



### TIME TO PLAY

Book 1, p.380

by **Nikki Grimes**

**Poet:** *Nikki Grimes*, winner of ALA Notable, Coretta Scott King Award (1979) for *Something on My Mind*; ALA Notable (1995) for *Meet Danitra Brown*; ALA Notable (1996) for *Come Sunday*



## Selection Titles

## Honors, Prizes, and Awards



### RIVER WINDING

Book 2, p.10

by **Charlotte Zolotow**

**Poet:** **Charlotte Zolotow**, winner of Caldecott Honor (1953) for *Storm Book*; Caldecott Honor (1962) for *Mr. Rabbit and the Lovely Present*; Christopher Award (1975) for *My Grandson Leo*; ALA Notable (1996) for *When the Wind Stops*



### CHARLIE ANDERSON

Book 2, p.14

by **Barbara Abercrombie**

Illustrated by **Mark Graham**

**Redbook Children's Picture Book Award (1990)**



### ZIPPING, ZAPPING, ZOOMING BATS

Book 2, p.94

by **Anne Earle**

Illustrated by **Henry Cole**

**American Book Award Pick of the List (1995)**



### WHAT IS IT?

Book 2, p.128

by **Eve Merriam**

**Poet:** **Eve Merriam**, winner of National Council of Teachers of English Award for Excellence in Poetry for Children (1981)



### THE WEDNESDAY SURPRISE

Book 2, p.182

by **Eve Bunting**

Illustrated by **Donald Carrick**

**ALA Notable Book (1990), IRA-CBC Children's Choice, IRA-Teachers' Choice, School Library Journal Best Book (1989)**  
**Author:** **Eve Bunting**, winner of ALA Notable (1990) for *Wall*; ALA Notable (1992) for *Fly Away Home*; Edgar Allen Poe Juvenile Award (1993) for *Coffin on a Case*; ALA Notable, Caldecott Medal (1995) for *Smoky Night*; ALA Notable (1997) for *Train to Somewhere*; National Council for Social Studies Notable Children's Book Award (1998) for *Moonstick*, and *I Am the Mummy Heb-Nefert*, and *On Call Back Mountain*

**Illustrator:** **Donald Carrick**, winner of ALA Notable (1987) for *What Happened to Patrick's Dinosaurs?*



### FOSSILS TELL OF LONG AGO

Book 2, p.214

by **Aliki**

**National Science Teachers' Association Outstanding Science Tradebook for Children (1990), Library of Congress Children's Book of 1972**



## Selection Titles

## Honors, Prizes, and Awards



### TO CATCH A FISH

Book 2, p.246

by **Eloise Greenfield**

**Poet: Eloise Greenfield**, winner of Boston Globe-Horn Book Honor (1975) for *She Come Bringing Me That Little Baby Girl*; Jane Addams Book Award (1976) for *Paul Robeson*; Coretta Scott King Award (1978) for *Africa Dream*; Boston Globe-Horn Book Honor (1980) for *Childtimes: A Three Generation Memoir*; ALA Notable (1989) for *Grandpa's Face*; ALA Notable (1989) for *Under the Sunday Tree*; ALA Notable, Coretta Scott King Award (1990) for *Nathaniel Talking*; ALA Notable (1992) for *Night on Neighborhood Street*; National Council of Teachers of English Award for Excellence in Poetry for Children (1997)



### OFFICER BUCKLE AND GLORIA

Book 2, p.252

by **Peggy Rathmann**

**Caldecott Medal, ALA Notable (1996)**

**Author/Illustrator: Peggy Rathmann**, winner of ALA Notable (1995) for *Good Night, Gorilla*



### TOMÁS AND THE LIBRARY LADY

Book 2, p.284

by **Pat Mora**

Illustrated by **Raul Colón**

**Smithsonian Magazine Notable Books for Children (1998)**

**Author: Pat Mora**, winner of National Association for Chicano Studies Creative Writing Award (1983); New America: Woman Artists and Writers of the Southwest Award (1984)

**Illustrator: Raul Colón**, winner of ALA Notable (1996) for *My Mama Had a Dancing Heart*



### SWIMMY

Book 2, p.342

by **Leo Lionni**

**Caldecott Honor (1961), New York Times Best Illustrated (1960)**

**Author/Illustrator: Leo Lionni**, winner of Caldecott Honor (1961), *New York Times* Best Illustrated (1960) for *Inch by Inch*; Caldecott Honor (1968), *New York Times* Best Illustrated (1967) for *Frederick*; Caldecott Honor (1970) for *Alexander and the Wind-up Mouse*



## LEMONADE FOR SALE

## A LETTER TO AMY

### Trade Books

**A**dditional fiction and nonfiction trade books related to each selection can be shared with children throughout the unit.

#### Music, Music for Everyone

Vera Williams (*Greenwillow Books*, 1984)

Rosa organizes a band in order to raise money to help her grandmother.

#### How the Second Grade Got \$8,205.50 to Visit the Statue of Liberty

Nathan Zimelman, illustrated by Bill Slavin (*Albert Whitman*, 1992)

The triumphs and struggles of second graders as they attempt to raise money for their class trip.

#### Leah's Pony

Elizabeth Friedrich, illustrated by Michael Garland (*Boyd's Mills Press*, 1996)

Friends and neighbors find a way to save Leah's family farm.

#### Titch and Daisy

Pat Hutchins (*Greenwillow Books*, 1996)

Titch and Daisy are uncomfortable at the birthday party, so they each hide.

#### Arthur's Birthday

Marc Brown (*Joy Street Books*, 1989)

Three friends must decide whose party to attend, Arthur's or Francine's.

#### The Birthday Swap

Loretta Lopez (*Lee & Low Books*, 1998)

Every summer, family members from both sides of the border gather at an aunt's house in Mexico to celebrate a very festive occasion.

### Technology

**M**ultimedia resources can be used to enhance children's understanding of the selections.



**Economic Cooperation: Noel's Lemonade Stand** (Beacon) Video, 9 min. Noel and his friends learn about business when they run a lemonade stand.



**Fergie Builds a Business Series** (Disney Educational Productions) 4 films, 25 min. each. This four-part series follows a company from inception to success.



**Money Town** (Davidson/CUC Software/ESI) CD-ROM, Macintosh and Windows. This interactive program is geared to primary students and uses songs, games, and graphics to teach money basics.



**Bailey's Birthday** (Pied Piper/AIMS Multimedia) Video, 18 min. Bailey learns what is best about a birthday—the people, not the gifts.



**Ernst** (Listening Library) Video, 10 min. Ernst thinks that he might want to go away for his birthday, but realizes that the best things are at home.



**I Can Make Friends** (National Geographic Educational Services) Video, 15 min. A look at how to make and keep friends.



## THE BEST FRIENDS CLUB

## JAMAICA TAG-ALONG

## SHARKS

### Pack 109

*Mike Thaler, illustrated by Normand Chartier (E. P. Dutton, 1988)*

The adventures of five scouts trying to get a merit badge.

### The Monster Money Book

*Loreen Leedy (Holiday House, 1992)*

The members of the Monster Club have to decide what to do with the money in their treasury.

### Get Set! Swim!

*Jeannine Atkins, illustrated by Hector Viveros Lee (Lee & Low Books, 1998)*

Jessenia, her mama, and her brother Luis are off to the suburbs to attend Jessenia's swim meet.

### Arthur's Baby

*Marc Brown (Joy Street Books, 1987)*

Arthur isn't quite sure that he is comfortable with the arrival of a new baby in his family.

### One of Three

*Angela Johnson, illustrated by David Soman (Orchard Books, 1991)*

A story of three sisters who are friends and do many—but not all—things together.

### Peter's Chair

*Ezra Jack Keats (HarperCollins Children's Books, 1983)*

When Peter discovers that his blue furniture is being painted pink for a new baby sister, he rescues one item for himself.

### Out of the Ocean

*Debra Frasier (Harcourt Brace Jovanovich, 1998)*

A young girl and her mother walk along the beach and marvel at the ocean's treasures.

### Into the Sea

*Brenda Z. Guiberson, illustrated by Alix Berenzy (Henry Holt and Company, 1996)*

Follow a female sea turtle as she travels in the ocean.

### In the Swim

*Douglas Florian (Harcourt Brace Jovanovich, 1997)*

A collection of humorous poems about underwater creatures.



**Frog and Toad Are Friends** (Weston Woods) Video, 18 min. An animated program showing the importance of acceptance and trust in friendships.



**Making Friends** (Coronet/MTI) Video, 8 min. This music video uses lyrics to help children understand friendship and the importance of working things out.



**Cat and Canary** (Weston Woods) Video, 5 min. The cat and canary have an unlikely friendship.



**I'll Fix Anthony** (Pied Piper/AIMS Multimedia) Video or laserdisc, 14 min. A younger brother dreams of revenge, planning ways to "fix" his older brother, Anthony.



**I Can Make Friends** (National Geographic Educational Services) Video or film, 15 min. A talking dog helps his friend Max learn how to make friends and treat them with respect.



**Everybody Knows That!** (Phoenix/BFA) Video, 15 min. A young boy and girl find their friendship jeopardized by a boy who has chauvinistic ideas.



**Animals Under the Sea** (*Who Lives Here? Series*) (National Geographic) Filmstrip with audiocassette. A look at the animals of the sea through the eyes of a snorkeler and a submarine explorer.



**About Sharks** (National Geographic) Video or film, 12 min. Scientists swim with sharks.



**O'Dell Down Under** (MECC/ESI) Computer software, Macintosh and Windows. Children discover the Great Barrier Reef, the sea animals who live there, and the relationships between them.



# Publishers Directory

## Abdo & Daughters

4940 Viking Drive, Suite 622  
Edina, MN 55435  
(800) 458-8399 • www.abdopub.com

## Aladdin Paperbacks

(Imprint of Simon & Schuster Children's Publishing)

## Atheneum

(Imprint of Simon & Schuster Children's Publishing)

## Bantam Doubleday Dell Books for Young Readers

(Imprint of Random House)

## Blackbirch Press

1 Bradley Road, Suite 205  
Woodbridge, CT 06525  
(203) 387-7525 • (800) 831-9183

## Blue Sky Press

(Imprint of Scholastic)

## Boyd's Mills Press

815 Church Street  
Honesdale, PA 18431  
(570) 253-1164 • Fax (570) 251-0179 •  
(800) 949-7777

## Bradbury Press

(Imprint of Simon & Schuster Children's Publishing)

## BridgeWater Books

(Distributed by Penguin Putnam)

## Candlewick Press

2067 Massachusetts Avenue  
Cambridge, MA 02140  
(617) 661-3330 • Fax (617) 661-0565

## Carolrhoda Books

(Division of Lerner Publications Co.)

## Charles Scribner's Sons

(Imprint of Simon & Schuster Children's Publishing)

## Children's Press (Division of Grolier, Inc.)

P.O. Box 1796  
Danbury, CT 06813-1333  
(800) 621-1115 • www.grolier.com

## Child's World

P.O. Box 326  
Chanhassen, MN 55317-0326  
(612) 906-3939 • (800) 599-READ •  
www.childsworld.com

## Chronicle Books

85 Second Street, Sixth Floor  
San Francisco, CA 94105  
(415) 537-3730 • (415) 537-4460 • (800)  
722-6657 • www.chroniclebooks.com

## Clarion Books

(Imprint of Houghton Mifflin, Inc.)  
215 Park Avenue South  
New York, NY 10003  
(212) 420-5800 • (800) 726-0600 •  
www.hmco.com/trade/childrens/  
shelves.html

## Crowell (Imprint of HarperCollins)

## Crown Publishing Group

(Imprint of Random House)

## Dial Books

(Imprint of Penguin Putnam Inc.)

## Dorling Kindersley (DK Publishing)

95 Madison Avenue  
New York, NY 10016  
(212) 213-4800 • Fax (800) 774-6733 •  
(888) 342-5357 • www.dk.com

## Doubleday (Imprint of Random House)

## E. P. Dutton Children's Books

(Imprint of Penguin Putnam Inc.)

## Farrar Straus & Giroux

19 Union Square West  
New York, NY 10003  
(212) 741-6900 • Fax (212) 633-2427 •  
(888) 330-8477

## Four Winds Press

(Imprint of Macmillan, see Simon & Schuster Children's Publishing)

## Greenwillow Books

(Imprint of William Morrow & Co, Inc.)

## Grosset & Dunlap

(Imprint of Penguin Putnam, Inc.)

## Harcourt Brace & Co.

525 "B" Street  
San Diego, CA 92101  
(619) 231-6616 • (800) 543-1918 •  
www.harcourtbooks.com

## Harper & Row (Imprint of HarperCollins)

## HarperCollins Children's Books

10 East 53rd Street  
New York, NY 10022  
(212) 207-7000 • Fax (212) 202-7044 •  
(800) 242-7737 •  
www.harperchildrens.com

## Henry Holt and Company

115 West 18th Street  
New York, NY 10011  
(212) 886-9200 • (212) 633-0748 • (888)  
330-8477 • www.henryholt.com/byr/

## Holiday House

425 Madison Avenue  
New York, NY 10017  
(212) 688-0085 • Fax (212) 421-6134

## Houghton Mifflin

222 Berkeley Street  
Boston, MA 02116  
(617) 351-5000 • Fax (617) 351-1125 •  
(800) 225-3362 • www.hmco.com/trade

## Hyperion Books

(Imprint of Buena Vista Publishing Co.)  
114 Fifth Avenue  
New York, NY 10011  
(212) 633-4400 • (800) 759-0190 •  
www.disney.com

## Ideals Children's Books

(Imprint of Hambleton-Hill Publishing, Inc.)  
1501 County Hospital Road  
Nashville, TN 37218  
(615) 254-2480 • (800) 336-6438

## Joy Street Books

(Imprint of Little, Brown & Co.)

## Just Us Books

356 Glenwood Avenue  
E. Orange, NJ 07017  
(973) 672-0304 • Fax (973) 677-7570

## Alfred A. Knopf

(Imprint of Random House)

## Lee & Low Books

95 Madison Avenue  
New York, NY 10016  
(212) 779-4400 • Fax (212) 683-1894

## Lerner Publications Co.

241 First Avenue North  
Minneapolis, MN 55401  
(612) 332-3344 • Fax (612) 332-7615 •  
(800) 328-4929 • www.lernerbooks.com

## Little, Brown & Co.

3 Center Plaza  
Boston, MA 02108  
(617) 227-0730 • Fax (617) 263-2864 •  
(800) 343-9204 • www.littlebrown.com

## Lothrop Lee & Shepard

(Imprint of William Morrow & Co.)

## Macmillan

(Imprint of Simon & Schuster Children's Publishing)

## Marshall Cavendish

99 White Plains Road  
Tarrytown, NY 10591  
(914) 332-8888 • Fax (914) 332-1082 •  
(800) 821-9881 •  
www.marshallcavendish.com

## William Morrow & Co.

1350 Avenue of the Americas  
New York, NY 10019  
(212) 261-6500 • Fax (212) 261-6619 •  
(800) 843-9389 •  
www.williammorrow.com

## Morrow Junior Books

(Imprint of William Morrow & Co.)

## Mulberry Books

(Imprint of William Morrow & Co.)

## National Geographic Society

1145 17th Street, NW  
Washington, DC 20036  
(202) 828-5667 • (800) 368-2728 •  
www.nationalgeographic.com

## Northland Publishing

(Division of Justin Industries)  
P.O. Box 62  
Flagstaff, AZ 86002  
(520) 774-5251 • Fax (800) 257-9082 •  
(800) 346-3257 • www.northlandpub.com

## North-South Books

1123 Broadway, Suite 800  
New York, NY 10010  
(212) 463-9736 • Fax (212) 633-1004 •  
(800) 722-6657 • www.northsouth.com

## Orchard Books (A Grolier Company)

95 Madison Avenue  
New York, NY 10016  
(212) 951-2600 • Fax (212) 213-6435 •  
(800) 621-1115 • www.grolier.com

## Owlet (Imprint of Henry Holt & Co.)

## Willa Perlman Books

(Imprint of Simon & Schuster Children's Publishing)

## Philomel Books

(Imprint of Putnam Penguin, Inc.)

## Puffin Books

(Imprint of Penguin Putnam, Inc.)

## G.P. Putnam's Sons Publishing

(Imprint of Penguin Putnam, Inc.)

## Penguin Putnam, Inc.

345 Hudson Street  
New York, NY 10014  
(212) 366-2000 • Fax (212) 366-2666 •  
(800) 631-8571 •  
www.penguinputnam.com

## Random House

201 East 50th Street  
New York, NY 10022  
(212) 751-2600 • Fax (212) 572-2593 •  
(800) 726-0600 • www.randomhouse/kids

## Rourke Corporation

P.O. Box 3328  
Vero Beach, FL 32964  
(561) 234-6001 • (800) 394-7055 •  
www.rourkepublishing.com

## Scholastic

555 Broadway  
New York, NY 10012  
(212) 343-6100 • Fax (212) 343-6930 •  
(800) SCHOLASTIC • www.scholastic.com

## Sierra Junior Club

85 Second Street, Second Floor  
San Francisco, CA 94105-3441  
(415) 977-5500 • Fax (415) 977-5799 •  
(800) 935-1056 • www.sierraclub.org

## Simon & Schuster Children's Books

1230 Avenue of the Americas  
New York, NY 10020  
(212) 698-7200 • (800) 223-2336 •  
www.simonandschuster.com/kidzone

## Smith & Kraus

4 Lower Mill Road  
N. Stratford, NH 03590  
(603) 643-6431 • Fax (603) 643-1831 •  
(800) 895-4331 • www.smithkraus.com

## Teacher Ideas Press

(Division of Libraries Unlimited)  
P.O. Box 6633  
Englewood, CO 80155-6633  
(303) 770-1220 • Fax (303) 220-8843 •  
(800) 237-6124 • www.lu.com

## Ticknor & Fields

(Imprint of Houghton Mifflin, Inc.)

## Usborne (Imprint of EDC Publishing)

10302 E. 55th Place, Suite B  
Tulsa, OK 74146-6515  
(918) 622-4522 • (800) 475-4522 •  
www.edcpub.com

## Viking Children's Books

(Imprint of Penguin Putnam Inc.)

## Watts Publishing

(Imprint of Grolier Publishing;  
see Children's Press)

## Walker & Co.

435 Hudson Street  
New York, NY 10014  
(212) 727-8300 • (212) 727-0984 • (800)  
AT-WALKER

## Whispering Coyote Press

300 Crescent Court, Suite 860  
Dallas, TX 75201  
(800) 929-6104 • Fax (214) 319-7298

## Albert Whitman

6340 Oakton Street  
Morton Grove, IL 60053-2723  
(847) 581-0033 • Fax (847) 581-0039 •  
(800) 255-7675 • www.awhitmanco.com

## Workman Publishing Co., Inc.

708 Broadway  
New York, NY 10003  
(212) 254-5900 • Fax (800) 521-1832 •  
(800) 722-7202 • www.workman.com



# Multimedia Resources

**AGC/United Learning**  
6633 West Howard Street  
Niles, IL 60714-3389  
(800) 424-0362 • [www.unitedlearning.com](http://www.unitedlearning.com)

**AIMS Multimedia**  
9710 DeSoto Avenue  
Chatsworth, CA 91311-4409  
(800) 367-2467 •  
[www.AIMS-multimedia.com](http://www.AIMS-multimedia.com)

**BFA Educational Media**  
(see Phoenix Learning Group)

**Broderbund**  
(Parsons Technology;  
also see The Learning Company)  
500 Redwood Blvd  
Novato, CA 94997  
(800) 521-6263 • Fax (800) 474-8840 •  
[www.broderbund.com](http://www.broderbund.com)

**Carousel Film and Video**  
260 Fifth Avenue, Suite 105  
New York, NY 10001  
(212) 683-1660 • e-mail:  
[carousel@pipeline.com](mailto:carousel@pipeline.com)

**Cloud 9 Interactive**  
(888) 662-5683 • [www.cloud9int.com](http://www.cloud9int.com)

**Computer Plus** (see ESI)

**Coronet/MTI**  
(see Phoenix Learning Group)

**Davidson** (see Knowledge Adventure)

**Direct Cinema, Ltd.**  
P.O. Box 10003  
Santa Monica, CA 90410-1003  
(800) 525-0000

**Disney Interactive**  
(800) 900-9234 •  
[www.disneyinteractive.com](http://www.disneyinteractive.com)

**DK Multimedia** (Dorling Kindersley)  
95 Madison Avenue  
New York, NY 10016  
(212) 213-4800 • Fax: (800) 774-6733 •  
(888) 342-5357 • [www.dk.com](http://www.dk.com)

**Edmark Corp.**  
P.O. Box 97021  
Redmond, CA 98073-9721  
(800) 362-2890 • [www.edmark.com](http://www.edmark.com)

**Encyclopaedia Britannica Educational Corp.**  
310 South Michigan Avenue  
Chicago, IL 60604  
(800) 554-9862 • [www.eb.com](http://www.eb.com)

**ESI/Educational Software**  
4213 S. 94th Street  
Omaha, NE 68127  
(800) 955-5570 • [www.edsoft.com](http://www.edsoft.com)

**GPN/Reading Rainbow**  
University of Nebraska-Lincoln  
P.O. Box 80669  
Lincoln, NE 68501-0669  
(800) 228-4630 • [www.gpn.unl.edu](http://www.gpn.unl.edu)

**Hasbro Interactive**  
(800) 683-5847 • [www.hasbro.com](http://www.hasbro.com)

**Humongous**  
13110 NE 177th Pl., Suite B101, Box 180  
Woodenville, WA 98072  
(800) 499-8386 • [www.humongous.com](http://www.humongous.com)

**IBM Corp.**  
1133 Westchester Ave.  
White Plains, NY 10604  
(770) 863-1234 • Fax (770) 863-3030 •  
(888) 411-1932 •  
[www.pc.ibm.com/multimedia/crayola](http://www.pc.ibm.com/multimedia/crayola)

**ICE, Inc.**  
(Distributed by Arch Publishing)  
12B W. Main St.  
Elmsford, NY 10523  
(914) 347-2464 • (800) 843-9497 •  
[www.educorp.com](http://www.educorp.com)

**Knowledge Adventure**  
19840 Pioneer Avenue  
Torrence, CA 90503  
(800) 542-4240 • (800) 545-7677 •  
[www.knowledgeadventure.com](http://www.knowledgeadventure.com)

**The Learning Company**  
6160 Summit Drive North  
Minneapolis, MN 55430  
(800) 685-6322 • [www.learningco.com](http://www.learningco.com)

**Listening Library**  
One Park Avenue  
Greenwich, CT 06870-1727  
(800) 243-4504 • [www.listeninglib.com](http://www.listeninglib.com)

**Macmillan/McGraw-Hill**  
(see SRA/McGraw-Hill)

**Maxis**  
2121 N. California Blvd  
Walnut Creek, CA 94596-3572  
(925) 933-5630 • Fax (925) 927-3736 •  
(800) 245-4525 • [www.maxis.com](http://www.maxis.com)

**MECC**  
(see the Learning Company)

**Microsoft**  
One Microsoft Way  
Redmond, WA 98052-6399  
(800) 426-9400 • [www.microsoft.com/kids](http://www.microsoft.com/kids)

**National Geographic Society Educational Services**  
P.O. Box 10597  
Des Moines, IA 50340-0597  
(800) 368-2728 •  
[www.nationalgeographic.com](http://www.nationalgeographic.com)

**National School Products**  
101 East Broadway  
Maryville, TN 37804  
(800) 251-9124 • [www.ierc.com](http://www.ierc.com)

**PBS Video**  
1320 Braddock Place  
Alexandria, VA 22314  
(800) 344-3337 • [www.pbs.org](http://www.pbs.org)

**Phoenix Films**  
(see Phoenix Learning Group)

**The Phoenix Learning Group**  
2348 Chaffee Drive  
St. Louis, MO 63146  
(800) 221-1274 • e-mail:  
[phoenixfilms@worldnet.att.net](mailto:phoenixfilms@worldnet.att.net)

**Pied Piper** (see AIMS Multimedia)

**Scholastic New Media**  
555 Broadway  
New York, NY 10003  
(800) 724-6527 • [www.scholastic.com](http://www.scholastic.com)

**Simon & Schuster Interactive**  
(see Knowledge Adventure)

**SRA/McGraw-Hill**  
220 Daniel Dale Road  
De Soto, TX 75115  
(800) 843-8855 • [www.sra4kids.com](http://www.sra4kids.com)

**SVE/Churchill Media**  
6677 North Northwest Highway  
Chicago, IL 60631  
(800) 829-1900 • [www.svemedias.com](http://www.svemedias.com)

**Tom Snyder Productions** (also see ESI)  
80 Coolidge Hill Rd.  
Watertown, MA 02472  
(800) 342-0236 • [www.teachtsp.com](http://www.teachtsp.com)

**Troll Associates**  
100 Corporate Drive  
Mahwah, NJ 07430  
(800) 929-8765 • Fax (800) 979-8765 •  
[www.troll.com](http://www.troll.com)

**Voyager** (see ESI)

**Weston Woods**  
12 Oakwood Avenue  
Norwalk, CT 06850  
(800) 243-5020 • Fax (203) 845-0498

**Zenger Media**  
10200 Jefferson Blvd., Room 94,  
P.O. Box 802  
Culver City, CA 90232-0802  
(800) 421-4246 • (800) 944-5432 •  
[www.Zengermedia.com](http://www.Zengermedia.com)



# BOOK 1, UNIT 1

	Vocabulary	Spelling
<b>ANN'S FIRST DAY</b>	carrots crawls homework hurry lucky shy	<b>Words with short vowels</b> bat <b>best</b> clock desk fit hut just <b>mom</b> plant <b>still</b>
<b>HENRY AND MUDGE</b>	different hundred parents searched weighed worry	<b>Long vowels a, i, o, u with silent e</b> alone bike broke fine joke late mine same take <b>used</b>
<b>LUKA'S QUILT</b>	answered garden grandmother idea remember serious	<b>Long a spelled ai, ay</b> <b>Long e spelled ea, ee, ie</b> chief clay <b>dream</b> <b>green</b> <b>keep</b> mail mean <b>plain</b> seat stay
<b>ROUNDUP AT RIO RANCH</b>	broken carefully cattle fence gently safety	<b>Long o spelled oa, oe, ow, and o</b> <b>Long i spelled i, y, and igh</b> by dry <b>follow</b> load mind old row sigh <b>slow</b> toe
<b>TIME FOR KIDS: WELCOME TO A NEW MUSEUM</b>	artist body famous hour life visit	<b>Words from Social Studies</b> flags law peace place <b>slave</b> speech tax time trade vote

**Boldfaced** words appear in the selection.



# BOOK 1, UNIT 2

## Vocabulary

## Spelling

### LEMONADE FOR SALE

announced  
empty  
melted  
poured  
squeezed  
wrong

*/ü/ spelled oo, ue, ew*

blew	few	school	tool
boot	<b>new</b>	<b>too</b>	true
clue	<b>room</b>		

### A LETTER TO AMY

candles  
corner  
glanced  
repeated  
special  
wild

*/ou/ spelled ou, ow;  
/oi/ spelled oi, oy*

brown	<b>down</b>	loud	<b>out</b>
coin	<b>house</b>	<b>now</b>	point
cowboy	joy		

### BEST FRIENDS CLUB

allowed  
leaned  
president  
promise  
rule  
whispered

*/är/ spelled are;  
/ôr/ spelled or, ore;  
/îr/ spelled ear*

bare	dear	shore	<b>tore</b>
<b>care</b>	<b>more</b>	short	year
corn	<b>porch</b>		

### JAMAICA TAG- ALONG

building  
busy  
edge  
form  
giant  
repair

*/är/ spelled ar;  
/ûr/ spelled ir, er, ur*

arm	dirt	hard	herd
birthday	farm	<b>her</b>	<b>turned</b>
curl	fur		

### TIME FOR KIDS: UNDER ATTACK

afraid  
chew  
danger  
lesson  
trouble  
understand

**Words from Science**

<b>animals</b>	<b>nets</b>	senses	tide
fin	river	<b>shark</b>	wave
<b>head</b>	<b>seals</b>		

**Boldfaced** words appear in the selection.



# BOOK 1, UNIT 3

## Vocabulary

## Spelling

### ARTHUR WRITES A STORY

decided  
float  
important  
library  
planet  
proud

half  
**high**  
knee

#### Silent letters *l, b, k, w, gh*

knot  
**know**  
lamb

right  
thumb

write  
**wrote**

### BEST WISHES, ED

climbed  
couple  
drifted  
half  
message  
notice

corner  
driver  
farmer

#### /ər/ spelled *er*

father  
**letter**  
never

**other**  
**over**

**water**  
winter

### THE PONY EXPRESS

arrive  
early  
finish  
record  
rush  
success

bread  
breakfast  
feather

#### Short *e* spelled *ea*

instead  
**leather**  
meadow

meant  
ready

spread  
**weather**

### NINE-IN-ONE, GRR! GRR!

earth  
forget  
lonely  
memory  
mountain  
wonderful

baby  
**every**  
**happy**

#### Long *e* spelled *y, ey*

key  
lady  
**many**

money  
party

penny  
**tiny**

### TIME FOR KIDS: CHANGE FOR THE QUARTER

collect  
honors  
join  
order  
pocket  
worth

buy  
**cent**  
cost

#### Words from Math

dime  
dollar  
exact

nickel  
price

**quarter**  
sum

**Boldfaced** words appear in the selection.



# BOOK 2, UNIT 1

	Vocabulary	Spelling			
<b>CHARLIE ANDERSON</b>	chocolate clothes middle offered roof upstairs	<b>/û/ spelled oo</b>			
		book brook cook	<b>foot</b> hood hook	shook stood	wood wool
<b>FERNANDO'S GIFT</b>	diving explains harm noisy soil village	<b>Soft c and soft g</b>			
		<b>age</b> cage charge	dance large mice	page race	<b>rice</b> space
<b>THE BEST VACATION EVER</b>	brave guess museum practice vacation wonder	<b>/ô/ spelled a, aw, au, augh</b>			
		<b>because</b> caught fault	<b>hawk</b> lawn paw	salt straw	talk taught
<b>ZIPPING, ZAPPING, ZOOMING BATS</b>	disturb explore fact nature object several	<b>Words with ph, tch, ch</b>			
		beach <b>catch</b> <b>each</b>	graph match patch	phone <b>pitch</b>	<b>sandwich</b> touch
<b>TIME FOR KIDS: GOING BATTY FOR BATS</b>	breath cover crops darkness scary study	<b>Words from Science</b>			
		blood <b>caves</b> den	<b>fly</b> <b>insects</b> <b>leaves</b>	nest sight	<b>sleep</b> wing

**Boldfaced** words appear in the selection.



# BOOK 2, UNIT 2

	Vocabulary	Spelling
<b>BREMEN TOWN MUSICIANS</b>	daughter music scare third voice whistle	<p>Words with <i>c, k, ck</i></p> <p>act bake come</p> <p>cover kind like</p> <p>luck sick</p> <p>wake work</p>
<b>OUR SOCCER LEAGUE</b>	coaches field score stretches throws touch	<p>Initial <i>bl, br, dr, pl, and tr</i></p> <p>blow blue brag</p> <p>brass drag draw</p> <p>plan play</p> <p>trap try</p>
<b>THE WEDNESDAY SURPRISE</b>	chance favorite heavy nervous office wrapped	<p>Initial <i>sl, sm, sp, st, sw</i></p> <p>slide slip smart</p> <p>smooth speak spot</p> <p>start story</p> <p>sweet swim</p>
<b>FOSSILS TELL OF LONG AGO</b>	buried creatures fossil fresh layers millions	<p>Final <i>nk, nd, ft, st</i></p> <p>bank chest end</p> <p>ground hand left</p> <p>past sank</p> <p>soft test</p>
<b>TIME FOR KIDS: ARE YOU A FOSSIL FAN?</b>	change glue hunt magazine piece tooth	<p>Words from Social Studies</p> <p>bone deep digging</p> <p>drill hill land</p> <p>ocean oil</p> <p>remains stone</p>

**Boldfaced** words appear in the selection.



# BOOK 2, UNIT 3

## Vocabulary

## Spelling

### OFFICER BUCKLE AND GLORIA

accidents  
audience  
cheered  
slips  
station  
wipe

add  
call  
egg

#### Words with ll, dd, ss, gg

fill  
**kiss**  
odd  
press  
sell  
tell  
**well**

### TOMÁS AND THE LIBRARY LADY

borrow  
desert  
evenings  
midnight  
package  
shoulder

chair  
chase  
**check**

#### Words with initial sh, ch

cheek  
**children**  
shape  
**shared**  
shift  
shining  
shoe

### PRINCESS POOH

cousins  
crowded  
golden  
princess  
restaurant  
world

bath  
**both**  
brush

#### Words with final th and sh

dash  
fish  
mouth  
**push**  
**rush**  
teeth  
**with**

### SWIMMY

escaped  
fierce  
hidden  
machine  
swaying  
swift

than  
**them**  
**there**  
**thought**

#### Words with initial th and wh

**through**  
whale  
wheel  
whimper  
whirl  
whisper

### TIME FOR KIDS: THE WORLD'S PLANTS ARE IN DANGER

clear  
disappear  
forever  
problem  
save  
warn

bloom  
bud  
**bushes**

#### Words from Science

**cactus**  
**flower**  
petal  
root  
**roses**  
seed  
stem

**Boldfaced** words appear in the selection.



## Listening, Speaking, Viewing, Representing

☒ Tested Skill

☐ Tinted panels show skills, strategies, and other teaching opportunities

	1	2	3	4	5	6
<b>LISTENING</b>						
Learn the vocabulary of school (numbers, shapes, colors, directions, and categories)						
Identify the musical elements of literary language, such as rhymes, repeated sounds, onomatopoeia						
Determine purposes for listening (get information, solve problems, enjoy and appreciate)						
Listen critically and responsively						
Ask and answer relevant questions						
Listen critically to interpret and evaluate						
Listen responsively to stories and other texts read aloud, including selections from classic and contemporary works						
Connect and compare own experiences, ideas, and traditions with those of others						
Apply comprehension strategies in listening activities						
Understand the major ideas and supporting evidence in spoken messages						
Participate in listening activities related to reading and writing (such as discussions, group activities, conferences)						
Listen to learn by taking notes, organizing, and summarizing spoken ideas						
<b>SPEAKING</b>						
Learn the vocabulary of school (numbers, shapes, colors, directions, and categories)						
Use appropriate language and vocabulary learned to describe ideas, feelings, and experiences						
Ask and answer relevant questions						
Communicate effectively in everyday situations (such as discussions, group activities, conferences)						
Demonstrate speaking skills (audience, purpose, occasion, volume, pitch, tone, rate, fluency)						
Clarify and support spoken messages and ideas with objects, charts, evidence, elaboration, examples						
Use verbal and nonverbal communication in effective ways when, for example, making announcements, giving directions, or making introductions						
Retell a spoken message by summarizing or clarifying						
Connect and compare own experiences, ideas, and traditions with those of others						
Determine purposes for speaking (inform, entertain, give directions, persuade, express personal feelings and opinions)						
Demonstrate skills of reporting and providing information						
Demonstrate skills of interviewing, requesting and providing information						
Apply composition strategies in speaking activities						
Monitor own understanding of spoken message and seek clarification as needed						
<b>VIEWING</b>						
Demonstrate viewing skills (focus attention, organize information)						
Respond to audiovisual media in a variety of ways						
Participate in viewing activities related to reading and writing						
Apply comprehension strategies in viewing activities						
Recognize artists' craft and techniques for conveying meaning						
Interpret information from various formats such as maps, charts, graphics, video segments, technology						
Evaluate purposes of various media (information, appreciation, entertainment, directions, persuasion)						
Use media to compare ideas and points of view						
<b>REPRESENTING</b>						
Select, organize, or produce visuals to complement or extend meanings						
Produce communication using appropriate media to develop a class paper, multimedia or video reports						
Show how language, medium, and presentation contribute to the message						



# Reading: Alphabetic Principle, Sounds/Symbols

☒ Tested Skill

☐ Tinted panels show skills, strategies, and other teaching opportunities

PRINT AWARENESS	K	1	2	3	4	5	6
Know the order of the alphabet							
Recognize that print represents spoken language and conveys meaning							
Understand directionality (tracking print from left to right; return sweep)							
Understand that written words are separated by spaces							
Know the difference between individual letters and printed words							
Understand that spoken words are represented in written language by specific sequence of letters							
Recognize that there are correct spellings for words							
Know the difference between capital and lowercase letters							
Recognize how readers use capitalization and punctuation to comprehend							
Recognize the distinguishing features of a paragraph							
Recognize that parts of a book (such as cover/title page and table of contents) offer information							
PHONOLOGICAL AWARENESS							
Identify letters, words, sentences							
Divide spoken sentence into individual words							
Produce rhyming words and distinguish rhyming words from nonrhyming words							
Identify, segment, and combine syllables within spoken words							
Identify and isolate the initial and final sound of a spoken word							
Add, delete, or change sounds to change words (such as <i>cow</i> to <i>how</i> , <i>pan</i> to <i>fan</i> )							
Blend sounds to make spoken words							
Segment one-syllable spoken words into individual phonemes							
PHONICS AND DECODING							
Alphabetic principle: Letter/sound correspondence	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
Blending CVC words	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
Segmenting CVC words	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
Blending CVC, CVCe, CCVC, CVCC, CVVC words	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
Segmenting CVC, CVCe, CCVC, CVCC, CVVC words	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
Initial and final consonants: /n/n, /d/d, /s/s, /m/m, /t/t, /k/c, /f/f, /r/r, /p/p, /l/l, /k/k, /g/g, /b/b, /h/h, /w/w, /v/v, /ks/x, /kw/qu, /j/j, /y/y, /z/z	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
Initial and medial short vowels: a, i, u, o, e	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
Long vowels: a-e, i-e, o-e, u-e (vowel-consonant-e)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
Long vowels, including ay, ai; e, ee, ie, ea; o, oa, oe, ow; i, y, igh		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
Consonant Digraphs: sh, th, ch, wh		<input checked="" type="checkbox"/>					
Consonant Blends: continuant/continuant, including sl, sm, sn, fl, fr, ll, ss, ff		<input checked="" type="checkbox"/>					
Consonant Blends: continuant/stop, including st, sk, sp, ng, nt, nd, mp, ft		<input checked="" type="checkbox"/>					
Consonant Blends: stop/continuant, including tr, pr, pl, cr, tw		<input checked="" type="checkbox"/>					
Variant vowels: including /û/oo; /ô/a, aw, au; /ü/ue, ew		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
Diphthongs, including /ou/ou, ow; /oi/oi, oy		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
r-controlled vowels, including /âr/are; /ôr/or, ore; /îr/ear			<input checked="" type="checkbox"/>				
Soft c and soft g			<input checked="" type="checkbox"/>				
nk		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
Consonant Digraphs: ck	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
Consonant Digraphs: ph, tch, ch			<input checked="" type="checkbox"/>				
Short e: ea			<input checked="" type="checkbox"/>				
Long e: y, ey			<input checked="" type="checkbox"/>				
/û/oo		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
/âr/ar; /ôr/or, ur, er		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
Silent letters: including l, b, k, w, g, h, gh			<input checked="" type="checkbox"/>				
Schwa: /ə/er; /ə/er; /ə/le;			<input checked="" type="checkbox"/>				
Reading/identifying multisyllabic words		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				



## Reading: Vocabulary/Word Identification

✓ Tested Skill

□ Tinted panels show skills, strategies, and other teaching opportunities

WORD STRUCTURE	1	2	3	4	5	6
Common spelling patterns						
Syllable patterns						
Plurals	✓					
Possessives	✓					
Contractions	✓					
Root, or base, words and inflectional endings (-s, -es, -ed, -ing)	✓	✓	✓		✓	
Compound Words		✓	✓	✓	✓	✓
Prefixes and suffixes (such as <i>un-</i> , <i>re-</i> , <i>dis-</i> , <i>non-</i> ; <i>-ly</i> , <i>-y</i> , <i>-ful</i> , <i>-able</i> , <i>-tion</i> )			✓	✓	✓	✓
Root words and derivational endings			✓	✓	✓	✓
WORD MEANING	1	2	3	4	5	6
Develop vocabulary through concrete experiences						
Develop vocabulary through selections read aloud						
Develop vocabulary through reading						
Cueing systems: syntactic, semantic, phonetic						
Context clues, including semantic clues (word meaning), syntactical clues (word order), and phonetic clues	✓	✓	✓	✓	✓	✓
High-frequency words (such as <i>the</i> , <i>a</i> , <i>an</i> , <i>and</i> , <i>said</i> , <i>was</i> , <i>where</i> , <i>is</i> )						
Identify words that name persons, places, things, and actions						
Automatic reading of regular and irregular words						
Use resources and references (dictionary, glossary, thesaurus, synonym finder, technology and software, and context)						
Synonyms and antonyms		✓	✓	✓	✓	✓
Multiple-meaning words		✓	✓	✓	✓	✓
Figurative language		✓	✓	✓	✓	✓
Decode derivatives (root words, such as <i>like</i> , <i>pay</i> , <i>happy</i> with affixes, such as <i>dis-</i> , <i>pre-</i> , <i>un-</i> )						
Systematic study of words across content areas and in current events						
Locate meanings, pronunciations, and derivations (including dictionaries, glossaries, and other sources)						
Denotation and connotation						✓
Word origins as aid to understanding historical influences on English word meanings						
Homophones, homographs						
Analogies						✓
Idioms						

## Reading: Comprehension

PREREADING STRATEGIES	1	2	3	4	5	6
Preview and predict						
Use prior knowledge						
Establish and adjust purposes for reading						
Build background						
MONITORING STRATEGIES	1	2	3	4	5	6
Adjust reading rate						
Reread, search for clues, ask questions, ask for help						
Visualize						
Read a portion aloud, use reference aids						
Use decoding and vocabulary strategies						
Paraphrase						
Create story maps, diagrams, charts, story props to help comprehend, analyze, synthesize and evaluate texts						

(continued on next page)



✓ Tested Skill

Tinted panels show skills, strategies, and other teaching opportunities

(Reading: Comprehension continued)

SKILLS AND STRATEGIES	1	2	3	4	5	6
Recall story details	✓					
Use illustrations	✓	✓				
Distinguish reality and fantasy	✓	✓	✓			
Classify and categorize	✓					
Make predictions	✓	✓	✓	✓	✓	✓
Recognize sequence of events (tell or act out)	✓	✓	✓	✓	✓	✓
Recognize cause and effect		✓	✓	✓	✓	✓
Compare and contrast	✓	✓	✓	✓	✓	✓
Summarize	✓	✓	✓	✓	✓	✓
Make and explain inferences		✓	✓	✓	✓	✓
Draw conclusions		✓	✓	✓	✓	✓
Distinguish important and unimportant information			✓	✓	✓	✓
Recognize main idea and supporting details	✓	✓	✓	✓	✓	✓
Form conclusions or generalizations and support with evidence from text			✓	✓	✓	✓
Distinguish fact and opinion (including news stories and advertisements)			✓	✓	✓	✓
Recognize problem and solution			✓	✓	✓	✓
Recognize steps in a process		✓	✓	✓	✓	✓
Make judgments and decisions			✓	✓	✓	✓
Distinguish fact and nonfact			✓	✓	✓	✓
Recognize techniques of persuasion and propaganda						✓
Evaluate evidence and sources of information						✓
Identify similarities and differences across texts (including topics, characters, problems, themes, treatment, scope, or organization)						
Practice various questions and tasks (test-like comprehension questions)						
Paraphrase and summarize to recall, inform, and organize						
Answer various types of questions (open-ended, literal, interpretative, test-like such as true-false, multiple choice, short-answer)						
Use study strategies to learn and recall (preview, question, reread, and record)						
LITERARY RESPONSE						
Listen to stories being read aloud						
React, speculate, join in, read along when predictable and patterned selections are read aloud						
Respond through talk, movement, music, art, drama, and writing to a variety of stories and poems						
Show understanding through writing, illustrating, developing demonstrations, and using technology						
Connect ideas and themes across texts						
Support responses by referring to relevant aspects of text and own experiences						
Offer observations, make connections, speculate, interpret, and raise questions in response to texts						
Interpret text ideas through journal writing, discussion, enactment, and media						
TEXT STRUCTURE/LITERARY CONCEPTS						
Distinguish forms of texts and the functions they serve (lists, newsletters, signs)						
Understand story structure						
Identify narrative (for entertainment) and expository (for information)						
Distinguish fiction from nonfiction, including fact and fantasy						
Understand literary forms (stories, poems, plays, and informational books)						
Understand literary terms by distinguishing between roles of author and illustrator						
Understand title, author, and illustrator across a variety of texts						
Analyze character, character's point of view, plot, setting, style, tone, mood	✓	✓	✓	✓	✓	✓
Compare communication in different forms						
Understand terms such as <i>title</i> , <i>author</i> , <i>illustrator</i> , <i>playwright</i> , <i>theater</i> , <i>stage</i> , <i>act</i> , <i>dialogue</i> , and <i>scene</i>						
Recognize stories, poems, myths, folktales, fables, tall tales, limericks, plays, biographies, and autobiographies						
Judge internal logic of story text						
Recognize that authors organize information in specific ways						
Identify texts to inform, influence, express, or entertain						
Describe how author's point of view affects text			✓	✓	✓	✓
Recognize biography, historical fiction, realistic fiction, modern fantasy, informational texts, and poetry						
Analyze ways authors present ideas (cause/effect, compare/contrast, inductively, deductively, chronologically)						
Recognize flashback, foreshadowing, symbolism						

(continued on next page)



(Reading: Comprehension continued)

✓ Tested Skill

□ Tinted panels show skills, strategies, and other teaching opportunities

	K	1	2	3	4	5	6
<b>VARIETY OF TEXT</b>							
Read a variety of genres							
Use informational texts to acquire information							
Read for a variety of purposes							
Select varied sources when reading for information or pleasure							
<b>FLUENCY</b>							
Read regularly in independent-level and instructional-level materials							
Read orally with fluency from familiar texts							
Self-select independent-level reading							
Read silently for increasing periods of time							
Demonstrate characteristics of fluent and effective reading							
Adjust reading rate to purpose							
Read aloud in selected texts, showing understanding of text and engaging the listener							
<b>CULTURES</b>							
Connect own experience with culture of others							
Compare experiences of characters across cultures							
Articulate and discuss themes and connections that cross cultures							
<b>CRITICAL THINKING</b>							
Experiences (comprehend, apply, analyze, synthesize, evaluate)							
Make connections (comprehend, apply, analyze, synthesize, evaluate)							
Expression (comprehend, apply, analyze, synthesize, evaluate)							
Inquiry (comprehend, apply, analyze, synthesize, evaluate)							
Problem solving (comprehend, apply, analyze, synthesize, evaluate)							
Making decisions (comprehend, apply, analyze, synthesize, evaluate)							

## Study Skills

	K	1	2	3	4	5	6
<b>INQUIRY/RESEARCH</b>							
Follow directions							
Use alphabetical order							
Identify/frame questions for research							
Obtain, organize, and summarize information: classify, take notes, outline							
Evaluate research and raise new questions							
Use technology to present information in various formats							
Follow accepted formats for writing research, including documenting sources							
Use test-taking strategies							
Use text organizers (book cover; title page—title, author, illustrator; contents; headings; glossary; index)		✓	✓	✓	✓	✓	✓
Use graphic aids, including maps, diagrams, charts, graphs		✓	✓	✓	✓	✓	✓
Read and interpret varied texts including environmental print, signs, lists, encyclopedia, dictionary, glossary, newspaper, advertisement, magazine, calendar, directions, floor plans		✓	✓	✓	✓	✓	✓
Use reference sources, such as glossary, dictionary, encyclopedia, telephone directory, technology resources		✓	✓	✓	✓	✓	✓
Recognize Library/Media center resources, such as computerized references; catalog search—subject, author, title; encyclopedia index		✓	✓	✓	✓	✓	✓



# Writing

✓ Tested Skill

Tinted panels show skills, strategies, and other teaching opportunities

MODES AND FORMS	K	1	2	3	4	5	6
Interactive writing							
Personal narrative (Expressive narrative)			✓	✓	✓	✓	✓
Writing that compares (Informative classificatory)			✓	✓	✓	✓	✓
Explanatory writing (Informative narrative)		✓	✓	✓	✓	✓	✓
Persuasive writing (Persuasive descriptive)			✓	✓	✓	✓	✓
Writing a story		✓	✓	✓	✓	✓	✓
Expository writing		✓	✓	✓	✓	✓	✓
Write using a variety of formats, such as advertisement, autobiography, biography, book report/report, comparison-contrast, critique/review/editorial, description, essay, how-to, interview, invitation, journal/log/notes, message/list, paragraph/multi-paragraph composition, picture book, play (scene), poem/rhyme, story, summary, note, letter							
PURPOSES/AUDIENCES							
Dictate messages such as news and stories for others to write							
Write labels, notes, and captions for illustrations, possessions, charts, and centers							
Write to record, to discover and develop ideas, to inform, to influence, to entertain							
Exhibit an identifiable voice in personal narratives and stories							
Use literary devices (suspense, dialogue, and figurative language)							
Produce written texts by organizing ideas, using effective transitions, and choosing precise wording							
PROCESSES							
Generate ideas for self-selected and assigned topics using prewriting strategies							
Develop drafts							
Revise drafts for varied purposes, elaborate ideas							
Edit for appropriate grammar, spelling, punctuation, and features of polished writings							
Proofread own writing and that of others							
Bring pieces to final form and "publish" them for audiences							
Use technology to compose text							
Select and use reference materials and resources for writing, revising, and editing final drafts							
SPELLING							
Spell own name and write high-frequency words							
Words with short vowels (including CVC and one-syllable words with blends CCVC, CVCC, CCVCC)							
Words with long vowels (including CVCe)							
Words with digraphs, blends, consonant clusters, double consonants							
Words with diphthongs							
Words with variant vowels							
Words with r-controlled vowels							
Words with /ər/, /əl/, and /en/							
Words with silent letters							
Words with soft c and soft g							
Inflectional endings (including plurals and past tense and words that drop the final e when adding -ing, -ed)							
Compound words							
Contractions							
Homonyms							
Suffixes including -able, -ly, or -less, and prefixes including dis-, re-, pre-, or un-							
Spell words ending in -tion and -sion, such as station and procession							
Accurate spelling of root or base words							
Orthographic patterns and rules such as keep/can; sack/book; out/now; oil/toy; match/speech; ledge/cage; consonant doubling, dropping e, changing y to i							
Multisyllabic words using regularly spelled phonogram patterns							
Syllable patterns (including closed, open, syllable boundary patterns)							
Synonyms and antonyms							
Words from Social Studies, Science, Math, and Physical Education							
Words derived from other languages and cultures							
Use resources to find correct spellings, synonyms, and replacement words							
Use conventional spelling of familiar words in writing assignments							
Spell accurately in final drafts							

(continued on next page)



✓ Tested Skill

Tinted panels show skills, strategies, and other teaching opportunities

(Writing continued)

	1	2	3	4	5	6
<b>GRAMMAR AND USAGE</b>						
Understand sentence concepts (word order, statements, questions, exclamations, commands)						
Recognize complete and incomplete sentences						
Nouns (common; proper; singular; plural; irregular plural; possessives)						
Verbs (action; helping; linking; irregular)						
Verb tense (present, past, future, perfect, and progressive)						
Pronouns (possessive, subject and object, pronoun-verb agreement)						
Use objective case pronouns accurately						
Adjectives						
Adverbs that tell how, when, where						
Subjects, predicates						
Subject-verb agreement						
Sentence combining						
Recognize sentence structure (simple, compound, complex)						
Synonyms and antonyms						
Contractions						
Conjunctions						
Prepositions and prepositional phrases						
<b>PENMANSHIP</b>						
Write each letter of alphabet (capital and lowercase) using correct formation, appropriate size and spacing						
Write own name and other important words						
Use phonological knowledge to map sounds to letters to write messages						
Write messages that move left to right, top to bottom						
Gain increasing control of penmanship, pencil grip, paper position, beginning stroke						
Use word and letter spacing and margins to make messages readable						
Write legibly by selecting cursive or manuscript as appropriate						
<b>MECHANICS</b>						
Use capitalization in sentences, proper nouns, titles, abbreviations and the pronoun I						
Use end marks correctly (period, question mark, exclamation point)						
Use commas (in dates, in addresses, in a series, in letters, in direct address)						
Use apostrophes in contractions and possessives						
Use quotation marks						
Use hyphens, semicolons, colons						
<b>EVALUATION</b>						
Identify the most effective features of a piece of writing using class/teacher generated criteria						
Respond constructively to others' writing						
Determine how his/her own writing achieves its purpose						
Use published pieces as models for writing						
Review own written work to monitor growth as writer						

For more detailed scope and sequence including page numbers and additional phonics information, see McGraw-Hill Reading Program scope and sequence (K-6)







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## Scoring Chart

The Scoring Chart is provided for your convenience in grading your students' work.

- Find the column that shows the total number of items.
- Find the row that matches the number of items answered correctly.
- The intersection of the two rows provides the percentage score.

	TOTAL NUMBER OF ITEMS																													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1	100	50	33	25	20	17	14	13	11	10	9	8	8	7	7	6	6	6	5	5	5	5	4	4	4	4	4	4	3	3
2		100	66	50	40	33	29	25	22	20	18	17	15	14	13	13	12	11	11	10	10	9	9	8	8	8	7	7	7	7
3			100	75	60	50	43	38	33	30	27	25	23	21	20	19	18	17	16	15	14	14	13	13	12	12	11	11	10	10
4				100	80	67	57	50	44	40	36	33	31	29	27	25	24	22	21	20	19	18	17	17	16	15	15	14	14	13
5					100	83	71	63	56	50	45	42	38	36	33	31	29	28	26	25	24	23	22	21	20	19	19	18	17	17
6						100	86	75	67	60	55	50	46	43	40	38	35	33	32	30	29	27	26	25	24	23	22	21	21	20
7							100	88	78	70	64	58	54	50	47	44	41	39	37	35	33	32	30	29	28	27	26	25	24	23
8								100	89	80	73	67	62	57	53	50	47	44	42	40	38	36	35	33	32	31	30	29	28	27
9									100	90	82	75	69	64	60	56	53	50	47	45	43	41	39	38	36	35	33	32	31	30
10										100	91	83	77	71	67	63	59	56	53	50	48	45	43	42	40	38	37	36	34	33
11											100	92	85	79	73	69	65	61	58	55	52	50	48	46	44	42	41	39	38	37
12												100	92	86	80	75	71	67	63	60	57	55	52	50	48	46	44	43	41	40
13													100	93	87	81	76	72	68	65	62	59	57	54	52	50	48	46	45	43
14														100	93	88	82	78	74	70	67	64	61	58	56	54	52	50	48	47
15															100	94	88	83	79	75	71	68	65	63	60	58	56	54	52	50
16																100	94	89	84	80	76	73	70	67	64	62	59	57	55	53
17																	100	94	89	85	81	77	74	71	68	65	63	61	59	57
18																		100	95	90	86	82	78	75	72	69	67	64	62	60
19																			100	95	90	86	83	79	76	73	70	68	66	63
20																				100	95	91	87	83	80	77	74	71	69	67
21																					100	95	91	88	84	81	78	75	72	70
22																						100	96	92	88	85	81	79	76	73
23																							100	96	92	88	85	82	79	77
24																								100	96	92	89	86	83	80
25																									100	96	93	89	86	83
26																										100	96	93	90	87
27																											100	96	93	90
28																												100	97	93
29																													100	97
30																														100



# Persuasive Writing: Writing a Letter

## Scoring Rubric: 6-Trait Writing

6. Exceptional	5. Excellent	4. Good	3. Fair	2. Poor	1. Unsatisfactory
<ul style="list-style-type: none"> <li>• <b>Ideas &amp; Content</b> crafts a keen persuasive argument that could affect a reader's opinion; thoughtful details support the argument.</li> <li>• <b>Organization</b> presents a well-planned strategy that moves a reader easily through the argument from beginning to end.</li> <li>• <b>Voice</b> shows originality, and deep involvement with the topic; matches a distinct personal style to the purpose and audience.</li> <li>• <b>Word Choice</b> makes creative use of advanced vocabulary to state a strong, convincing opinion.</li> <li>• <b>Sentence Fluency</b> crafts clear, fluid, effective sentences; writing is natural, and easy to follow and read aloud.</li> <li>• <b>Conventions</b> is skilled in most writing conventions; proper use of the rules of English enhances clarity, meaning, and style; editing is largely unnecessary.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ideas &amp; Content</b> crafts a clear, carefully-detailed argument that could affect a reader's opinion.</li> <li>• <b>Organization</b> presents a well-planned argument, in a sequence that helps the reader follow and understand the logic.</li> <li>• <b>Voice</b> shows originality and strong involvement with the topic; matches a personal style to the purpose of persuading an audience.</li> <li>• <b>Word Choice</b> makes imaginative use of accurate language; experiments with new words, or uses everyday words in a new way; message is clear and interesting.</li> <li>• <b>Sentence Fluency</b> crafts varied sentences that flow naturally; text is easy to follow and read aloud.</li> <li>• <b>Conventions</b> is skilled in a wide range of writing conventions; proper use of the rules of English enhances clarity, meaning, and style; editing is largely unnecessary.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ideas &amp; Content</b> presents a solid, clear argument, with details that help the reader understand the main idea.</li> <li>• <b>Organization</b> sequences facts and ideas logically; has a clear beginning and ending; ideas are connected.</li> <li>• <b>Voice</b> attempts to communicate a real personal touch to the reader; shows involvement with the topic; message matches the purpose and audience.</li> <li>• <b>Word Choice</b> conveys the main idea; uses a variety of words that fit the argument; explores some new words, or attempts fresh use of everyday words.</li> <li>• <b>Sentence Fluency</b> crafts careful, easy-to-follow sentences with some variety in construction.</li> <li>• <b>Conventions</b> may make some errors in spelling, capitalization, punctuation or usage, but these do not interfere with understanding the text; some editing is needed.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ideas &amp; Content</b> has minimal control of a persuasive argument; may not offer clear or thorough details; may lose the reader's attention.</li> <li>• <b>Organization</b> tries to structure an argument, but may have trouble keeping facts and ideas in order; may lose control of topic after stating the main idea.</li> <li>• <b>Voice</b> offers some hint of who is behind the words; writer may seem personally uninvolved with the topic and the audience.</li> <li>• <b>Word Choice</b> gets the message across, but experiments with few new words; may have limited range/control of persuasive language.</li> <li>• <b>Sentence Fluency</b> sentences are understandable, but may be choppy, rambling, or awkward; some writing is difficult to follow or read aloud.</li> <li>• <b>Conventions</b> makes noticeable mistakes which may interfere with a smooth reading of the text; extensive need for editing.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ideas &amp; Content</b> does not successfully argue a position; details are unclear or unrelated.</li> <li>• <b>Organization</b> lack of clear structure makes ideas difficult to follow; facts and details are not connected effectively; transitions are unclear.</li> <li>• <b>Voice</b> lacks clear purpose and contact with a reader; writing may be overly informal or lifeless.</li> <li>• <b>Word Choice</b> words are not specific and do not create clear images for the reader.</li> <li>• <b>Sentence Fluency</b> sentences are largely awkward, choppy, or monotonous; text is hard to read aloud.</li> <li>• <b>Conventions</b> makes repeated errors in spelling, word choice, punctuation and usage; sentence structures may be confused; reader has a hard time getting through the text.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ideas &amp; Content</b> does not argue a position; it is hard to tell what the writer thinks or feels about the topic.</li> <li>• <b>Organization</b> extreme lack of organization makes text difficult to follow; ideas and details are not connected, and are not fit the topic.</li> <li>• <b>Voice</b> is not involved in the topic; lacks a purpose and connection with a reader.</li> <li>• <b>Word Choice</b> words do not express an opinion, or attempt to convince; some words detract from the meaning; words do not fit, or are repeated over and over.</li> <li>• <b>Sentence Fluency</b> sentences are awkward or confusing; does not understand how words and sentences fit together; text is hard to read aloud.</li> <li>• <b>Conventions</b> makes repeated errors in spelling, word choice, punctuation and usage; sentence structures may be confused; reader has a hard time getting through the text.</li> </ul>

0: This piece is either blank, or fails to respond to the writing task. The topic is not addressed, or the student simply paraphrases the prompt. The response may be illegible or incoherent.



# Persuasive Writing: Writing a Letter

8-Point Writing Rubric

8	7	6	5	4	3	2	1
<p><b>The writer</b></p> <ul style="list-style-type: none"> <li>• presents an extremely well-organized, highly convincing argument for a carefully considered specific position.</li> <li>• uses well-researched facts and insightful comments to elaborate the main idea.</li> <li>• relates complicated ideas effectively and with striking clarity.</li> <li>• uses sophisticated vocabulary and a pleasingly varied sentence structure to enhance the argument.</li> <li>• is well aware of the audience and writes directly to its needs and concerns.</li> </ul>	<p><b>The writer</b></p> <ul style="list-style-type: none"> <li>• presents a well-organized, convincing argument for a specific position.</li> <li>• uses researched facts and thoughtful comments to support the main idea.</li> <li>• relates ideas clearly and effectively.</li> <li>• may use sophisticated vocabulary and sentence structure to enhance the argument.</li> <li>• has a keen sense of audience.</li> </ul>	<p><b>The writer</b></p> <ul style="list-style-type: none"> <li>• successfully presents a well-organized persuasive argument.</li> <li>• elaborates the main idea with facts and comments.</li> <li>• exhibits a deliberate organizational strategy.</li> <li>• marshals a reasonable number of facts and comments to support the argument.</li> <li>• shows an awareness of audience.</li> <li>• shows good control of writing conventions.</li> </ul>	<p><b>The writer</b></p> <ul style="list-style-type: none"> <li>• may successfully present a persuasive argument.</li> <li>• relates reasons in support of the main argument in logical order.</li> <li>• may show a deliberate organizational strategy, with only minor gaps.</li> <li>• may offer a sufficient number of facts to support the argument.</li> <li>• may show some awareness of audience.</li> <li>• exhibits adequate control of writing conventions.</li> </ul>	<p><b>The writer</b></p> <ul style="list-style-type: none"> <li>• presents a minimally successful persuasive argument.</li> <li>• may exhibit difficulties with logical ordering of facts and ideas.</li> <li>• may not elaborate sufficiently with supporting facts.</li> <li>• may lack an awareness of audience.</li> <li>• may exhibit limited control of persuasive language and writing conventions.</li> </ul>	<p><b>The writer</b></p> <ul style="list-style-type: none"> <li>• may make a largely unsuccessful attempt at arguing a position.</li> <li>• may not use persuasive language.</li> <li>• may offer little or no elaboration with supporting facts and details.</li> <li>• may show a lack of organization.</li> <li>• exhibits problems with writing conventions and connecting ideas.</li> </ul>	<p><b>The writer</b></p> <ul style="list-style-type: none"> <li>• makes an unsuccessful attempt to argue a position.</li> <li>• does not use persuasive language.</li> <li>• offers little or no supporting facts and details.</li> <li>• shows a lack of organization.</li> <li>• exhibits serious problems with basic writing conventions.</li> </ul>	<p><b>The writer</b></p> <ul style="list-style-type: none"> <li>• makes no attempt to argue a position.</li> <li>• lacks a main idea.</li> <li>• lacks any facts or details, or presents them simply as random bits of information.</li> <li>• shows an extreme lack of organization that interferes with comprehension of the text.</li> <li>• exhibits problems with writing conventions severe enough to make portions of the text incomprehensible.</li> </ul>

**O:** This piece is either blank, or fails in other ways to respond to the writing task. The topic may not be addressed, or the child has simply repeated or paraphrased the prompt. The response may be illegible or incoherent.



## Notes



## Notes



## This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.



## This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



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